# University of California, Santa Barbara

The following information was submitted through the STARS Reporting Tool.

|  |  |
|---|---|
| **Date Submitted:** | Feb. 26, 2015 |
| **STARS Version:** | 2.0 |

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

| Credit |
| --- |
| Institutional Boundary |
| Operational Characteristics |
| Academics and Demographics |

# Institutional Boundary

**Criteria**

This won't display

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*"---" 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** | No | No |
| **Pharmacy school** | No | No |
| **Public health school** | No | No |
| **Veterinary school** | No | No |
| **Satellite campus** | No | No |
| **Hospital** | No | No |
| **Farm larger than 5 acres or 2 hectares** | No | No |
| **Agricultural experiment station larger than 5 acres or 2 hectares** | No | No |

**Reason for excluding agricultural school:**

We don not have an agricultural school

**Reason for excluding medical school:**

We do not have a medical school


**Reason for excluding pharmacy school:**

We do not have a pharmacy school


**Reason for excluding public health school:**

We do not have a public health school


**Reason for excluding veterinary school:**

We do not have a veterinary school


**Reason for excluding satellite campus:**

We do not have a satellite campus


**Reason for excluding hospital:**

We do not have a hospital


**Reason for excluding farm:**

We do not have a farm


**Reason for excluding agricultural experiment station:**

We do not have a agricultural experiment station


**Narrative:**

The University of California, Santa Barbara Campus consists of 1055 acres and is located in Santa Barbara County on the Pacific coastline where we are highly susceptible to the effects of sea level rise. UCSB is made up of four principal campuses: the 422 acre Main Campus acquired in 1948, the 184 acre Storke Campus purchased in 1962, the 273 acre West Campus purchased partly in 1967, and partly in 2007, and the 174 acre North Campus purchased in 1994. The University also owns two apartment buildings in Isla Vista (El Dorado and Westgate). Through all of its land holdings, UCSB currently occupies nearly 8 million California■Adjusted Gross Square Feet (CAGSF) of built■out space.

# Operational Characteristics

**Criteria**

n/a

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| **Submission Note:** |
|---|

The break-down of the endowment as of 6/30/13 is:
UC Regents $102,212,000
UCSB Foundation $123,822,000
Total: $226,034,000

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

**Endowment size:**

226,034,000 *US/Canadian $*

**Total campus area:**

1,055 *Acres*

**IECC climate region:**

Hot-Dry

**Locale:**

Urban fringe of mid-size city

**Gross floor area of building space:**

8,303,470 *Gross Square Feet*

**Conditioned floor area:**

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**Floor area of laboratory space:**

763,324 *Square Feet*

**Floor area of healthcare space:**

14,532 *Square Feet*

**Floor area of other energy intensive space:**

220,727 *Square Feet*

**Floor area of residential space:**

2,256,553 *Square Feet*

**Electricity use by source::**

|  | Percentage of total electricity use (0-100) |
|---|---|
| Biomass | --- |
| Coal | --- |
| Geothermal | --- |
| Hydro | --- |
| Natural gas | --- |
| Nuclear | --- |
| Solar photovoltaic | --- |
| Wind | --- |
| Other (please specify and explain below) | --- |

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

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**Energy used for heating buildings, by source::**

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

| | |
|---|---|
| **Geothermal** | --- |
| **Natural gas** | --- |
| **Other (please specify and explain below)** | --- |

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

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# Academics and Demographics

**Criteria**

n/a

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| **Submission Note:** |
| --- |

Academic Divisions consist of:

College of Engineering

Gevirtz Graduate School of Education

Donald Bren School of Environmental Science & Management

College of Creative Studies

College of Letters & Science, which includes the following divisions:

Humanities and Fine Arts

Mathematical, Life and Physical Sciences

Social Sciences

For this org chart, please see:

http://bap.ucsb.edu/IR/orgcharts/charts1314/01%202013-14%20EVC.pdf

For Academic Departments, please see the following links:

http://bap.ucsb.edu/IR/orgcharts/charts1314/2013-14%20College%20of%20Engineering.pdf

This division of the campus identifies 6 academic departments: Chemical Engineering; Computer Engineering Program; Computer Science; Electrical & Computer Engineering; Materials; and Mechanical Engineering.

http://bap.ucsb.edu/IR/orgcharts/charts1314/2013-14%20Humanities%20and%20Fine%20Arts.pdf

In the College of Letters and Science Division of Humanities and Fine Arts, there are 20 academic departments: Art; Classics; Comparative Literature; East Asian Languages and Cultural Studies; English; Film and Media Studies; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Latin American and Iberian Studies; Linguistics; Media Arts and Technology; Medieval Studies; Music; Philosophy; Religious Studies; Spanish and Portuguese; Theater and Dance; Writing Program.

http://bap.ucsb.edu/IR/orgcharts/charts1314/2013-14%20MLPS.pdf

In the College of Letters and Science Division of Mathematical, Life, and Physical Sciences, there are 13 academic departments: Bio-Molecular Science and Engineering; Chemistry and Biochemistry; Earth Science; Ecology, Evolution, and Marine Biology; Environmental Studies; Geography; Mathematics; Interdepartmental Graduate Program in Marine Science; Molecular, Cellular and Developmental Biology; Physics; Psychological and Brain Sciences; Speech and Hearing Sciences; Statistics and Applied Probability.

http://bap.ucsb.edu/IR/orgcharts/charts1314/2013-14%20Social%20Sciences.pdf

In the College of Letters and Science Division of Social Sciences, there are 12 academic departments: Anthropology; Asian American Studies; Black Studies; Chicana and Chicano Studies; Communication; Economics; Exercise & Sport Studies; Feminist Studies; Global

& International Studies; Military Science; Political Science; Sociology.

These departments, in combination with the Bren School, the College of Creative Studies, and the Gevirtz Graduate School of Education (who also act as academic departments), put the total count of academic departments at 54 for UC Santa Barbara.

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

**Number of academic divisions:**

5

**Number of academic departments (or the equivalent):**

54

**Full-time equivalent enrollment:**

21,927

**Full-time equivalent of employees:**

4,394

**Full-time equivalent of distance education students:**

398

**Total number of undergraduate students:**

18,360

**Total number of graduate students:**

2,829

**Number of degree-seeking students:**

21,927

**Number of non-credit students:**

0

**Number of employees:**

4,394

**Number of residential students:**

8,101

**Number of residential employees:**

87

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

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**From the institution:**

In 1970, a group of faculty calling themselves "The Friends of the Human Habitat" started to develop an environmental education curriculum which, in 1971, became the genesis for the Environmental Studies Program at UC Santa Barbara. The Program was one of the first undergraduate environmental studies programs in the U.S. featuring a multidisciplinary approach to understanding environmental issues. Today, UC Santa Barbara's Environmental Studies Program is the largest program of its type in the country, with over 800 undergraduates, more than 20 faculty and lecturers, and over 4,000 alumni. In 1996, the Bren School of Environmental Science & Management (then called the "Donald Bren School of Environmental Science & Management) began a new interdisciplinary graduate program and professional school, offering both a Masters and a PhD in environmental science and management.

Today, sustainability is written into the Strategic Academic Plan (2007-2025) and embedded in many more departments, including English, Sociology, Film Studies, History, Economics, Mechanical Engineering, and many more.

| 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**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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:**

The following departments offered at least one course related to sustainability:

Anthropology
Art/History of Art and Architecture
Biology - College of Creative Studies
Black Studies
Bren School of Environmental Science & Management
Chemical Engineering
Chemistry and Biochemistry
Chicano Studies
Earth Science (formerly Geological Sciences)
East Asian Languages and Cultural Studies
Ecology, Evolution, and Marine Biology
Economics
Electrical and Computer Engineering
English
Environmental Studies
Feminist Studies, Department of
Film and Media Studies
Geography
Gevirtz Graduate School of Education; Department of Education
Global Peace and Security (PROGRAM)
Global Studies
History
Interdisciplinary Studies
Linguistics
Literature- College of Creative Studies
Materials
Mechanical and Environmental Engineering
Molecular, Cellular, and Developmental Biology
Political Science
Psychological & Brain Sciences
Religious Studies
Sociology
Writing Program

*"---" 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** | 3,695 | 1,799 |

| | | |
|---|---|---|
| **Number of sustainability courses offered** | 97 | 70 |
| **Number of courses offered that include sustainability** | 108 | 18 |

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

33

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

57

**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):**

STARs Course List Final.pdf

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

Please see the attached inventory.

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

http://www.sustainability.ucsb.edu/academic-senate-sustainability-work-group/academics-resources/

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

The course inventory includes all courses offered at least once between the three-year period of summer, 2010 and spring, 2013. All courses count for at least 1 unit of academic credit and had at least 1 enrollee or more. Cancelled courses and courses with zero enrollment were removed from the course inventory.

Special topic courses (both one-time and repeating) and seminars were counted as separate courses if the course had a unique course code. Courses that were excluded from the course inventory include extension courses, travel study courses offered by other institutions, courses transferred for credit from other institutions, as well as independent study and independent research courses. Extension courses were listed under the Public Engagement credit.

Curriculum

For the purposes of STARS, UCSB reported on any courses that addressed the interconnection between humans and environmental issues or solutions. To help us flush out this definition and fully understand for ourselves what this entails we developed a set of goals and outcome measures below.

Broad Definition of Sustainability Courses:

Goal Measures (Courses must identify one or more of the following goals):

1. Identifies one or more serious environmental problems and explain its underlying causes and possible consequences.

2. Explores the conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives.

3. Examines the scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.

4. Demonstrates the interconnectedness of environmental, economic, and social systems.

5. Investigates how our relationship to the natural world has been shaped historically, politically, and/or economically.

6. Examines the controversies surrounding questions of values and ethics as they relate to creating a sustainable future.

In addition, it will be expected that at least one student learning outcome (SLO) is developed that reflects the focus of the course.

Outcome Measures (Students learning objectives):

1. Understand and be able to effectively communicate the concept of sustainability.

2. Analyze how the well-being of human society is dependent on ecosystems and the materials and services they provide to humanity.

3. Recognize the physical and biological attributes, basic functioning, and limits of planetary ecosystems.

4. Develop and use an ethical perspective in which they view themselves as embedded in the fabric of an interconnected world.

5. Become aware of and explore the connections between their chosen course of study and sustainability.

6. Synthesize understanding of social, economic, and environmental systems and reason holistically.

7. Be able to create models, products, designs or creative representations that highlight an understanding of the connections among people, processes and the environment.

## 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):

Some related courses were cross-listed between departments. To account for this overlap, these courses were condensed into a single entry within the course inventory that included all possible course codes and departments. These cross-listed courses were only counted once, although the multiple departments under which they were listed were all counted as departments offering sustainability courses or courses that include sustainability. Similarly, courses that had both an undergraduate and graduate course code were condensed into a single listing that included both course codes. These courses were only counted once. No sections, including honors sections, were included.

If the course was offered multiple times over the three-year reporting period, it was counted only once. Courses with one course code, but varying subject matters, were only counted as one course. These courses were very difficult to track because they were taught differently each time they were offered, based on the Professor's preference. Therefore, they were oftentimes excluded, unless it could be demonstrated that they were sustainability focused/related more than half of the times they were offered. An example of this occurring is with the courses offered through the Literature and the Environment Program within the English Department. Many of these courses didn't count because the exact subject matter of the class fluctuates frequently, making the precise data difficult to obtain.

## 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** | No |
| **Physical education** | Yes |
| **Performance arts** | Yes |

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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:**

We focused on program-level learning outcomes because this was the level where we had the most complete set of outcomes.

The above calculation includes the number of students who graduated from a program with at least one sustainability learning outcome over the past three years (2010-11; 2011-12; 2012-13). This total number of graduates from all degree programs is likewise calculated over the past three years (2010-11; 2011-12; 2012-13).

We likely double-counted on double-majors, due to the difficulty in separating that data out.

Learning outcomes were mostly pulled from the Assessment of Student Learning, completed as part of the WASC Accreditation process
(
http://assessment.ucsb.edu/plo
). We used the WASC outcomes to justify undergraduate learning outcomes.

We could not find specific program-level outcomes at the Graduate level; the WASC outcomes were more general and did not adequately address each specific program. For this, we used information from credit AC 4 (Graduate Programs). More information about the PhD and MESM in Environmental Science and Management can be found below, respectively:

http://bren.ucsb.edu/academics/phd.html

http://bren.ucsb.edu/academics/MESM.html

In reporting, we ensured that we only included degree programs with learning outcomes that addressed all three components of sustainability: environment, economy, and society, or that at least included environmental issues and broadly addressed "impacts to society" (which we counted as the social/economic side).

"---" *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:**

2,467

**Total number of graduates from degree programs:**

18,568

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

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

UNDERGRADUATE
- Earth Science (BA)
- Earth Science (BS)
- Earth Science (BS) (Climate and Environment Emphasis)
- Environmental Studies (BA)
- Environmental Studies (BS)
- Geography (BA)
- Global Studies (BA)
- History of Public Policy (BA)
- Hydrological Sciences and Policy (BS)
- Physical Geography (BS)

GRADUATE
- Environmental Science and Management (MESM)
- Environmental Science and Management (PhD)
- Global Studies (MA)

**A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not**

**included in an inventory above):**

List of sustainable learning outcomes:

UNDERGRADUATE
- Earth Science (BA): Describe the broad attributes and interactions of the Earth System, as well as its geological history, how and why it is changing today, and how those changes impact society
- Earth Science (BS): Describe the broad attributes and interactions of the Earth System, as well as its geological history, how and why it is changing today, and how those changes impact society
- Earth Science (BS) (Climate and Environment Emphasis): Describe the broad attributes and interactions of the Earth System, as well as its geological history, how and why it is changing today, and how those changes impact society
- Environmental Studies (BA): Identify the societal (social, political, economic, cultural and ethical) agents and structures that contribute to environmental change
- Environmental Studies (BS): Identify the societal (social, political, economic, cultural and ethical) agents and structures that contribute to environmental change
- Geography (BA): Describe the interrelationships of physical, biological, socio-cultural, and economic components of the Earth system
- Global Studies (BA): Explain the basic contours of contemporary global social, cultural, economic, environmental, and political issues.
- History of Public Policy (BA): Compare and contrast how broadly similar historical developments in public policy (i.e., state formation, domestic and interstate conflicts, economic and social welfare development, cultural promotion and incorporation, urbanization, migration, environmental use, and mitigation) have been experienced in different times and places
- Hydrological Sciences and Policy (BS): Identify the societal (social, political, economic, cultural, and ethical) agents and structures that contribute to environmental change.
- Physical Geography (BS): Identify and measure changes in Earth's physical landscape related to human, biological, geological, and climatological forcing factors

GRADUATE
- Environmental Science and Management (MESM): The program focuses on application and problem-solving and has three parts: the first-year core curriculum, the second-year work in one of seven Specializations, and the Group Project or Eco-Entrepreneurship Project. The Bren School MESM degree involves core curriculum that provides a solid foundation in coupled human and environmental systems. The specializations offered by Bren School include Coastal Marine Resources Management, Conservation Planning, Corporate Environmental Management, Economics and Politics of the Environment, Energy and Climate, Pollution Prevention and Remediation, and Water Resources Management. Lastly, students complete a Group Project or Eco-Entrepreneurship Project focused around coursework that develops skills and experiences that help them pursue new technologies and strategies for addressing society's environmental and resource challenges.
- Environmental Science and Management (PhD): The Bren School's PhD program is designed to develop the broad knowledge, analytical powers, technical skills, and creative thinking demanded of leaders in Environmental Science & Management. The program is also designed to accommodate a wide range of research interests, from those highly focused in a particular discipline to strongly interdisciplinary ones. All courses offered by the Bren School are open to PhD students. Courses are also available in such other departments as Geography; Earth Science; Economics; Political Science; and Ecology, Evolution & Marine Biology; as well as others. PhD research topics can be as focused or interdisciplinary as the courses. Current research projects include "Economics of water management, including markets, pricing, auctions, and payments for ecosystem services"; " Using computational numerical methods to develop a better understanding of energy and material resource management problems that are dynamic over space and time"; and "Environmental impacts of energy technologies and agricultural systems, approaches for regionalizing life cycle inventory, and China's environmental issues."
- Global Studies (MA): Graduate students will acquire a basic understanding of major ideas and writings and acquire an in-depth knowledge of the kinds of subjects, issues, and problems that constitute the three broad interdisciplinary specializations that comprise our M.A. curriculum: global political economy, sustainability and the environment; global culture, ideology, and religion; and global governance, civil society, and human rights

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

http://www.sustainability.ucsb.edu/slo/

# Undergraduate Program

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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*.

**Submission Note:**

In accordance with the technical manual, we only included programs where the focus was explicitly on sustainability. Due to this, we left out several programs and emphases which include one or more learning outcomes related to sustainability, but that are not primarily focused on sustainability. Please see AC2: Learning Outcomes for a full list of related programs.

*"---" 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 Studies Program

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

The Environmental Studies program at UC Santa Barbara is designed to provide students with the scholarly background and intellectual skills necessary to understand complex environmental problems and to formulate decisions that are environmentally sound. A student majoring in environmental studies will explore a wide variety of environmental issues, including: the social and human environment, such as urban and regional planning, ethical and values systems, environmental law and policy, indigenous and religious beliefs, history and impact of past decisions, and environmental impact analysis; the physical environment, including the hydrologic cycle, waste management, coastal processes, energy production technologies, soil preservation, geography, and air/water pollution; and the biological

environment, including the function of ecosystems, population dynamics, and toxicology. The Environmental Studies Program offers a B.A. and a B.S. in Environmental Studies with a variety of environmental concentrations. Environmental Studies also offers a B.S. in Hydrological Sciences.

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

http://www.sustainability.ucsb.edu/undergraduate-program/

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

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

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

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

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

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

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

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**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):**

Literature and the Environment

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

Students in the Literature and the Environment minor explore environmental issues from British, American, and global perspectives, using a range of methodological approaches, with such emphases as non-human/human relations, environmental and social justice within a global rather than national context, and the political impact of institutions, networks, and regimes on bodies and the biosphere.

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

http://www.sustainability.ucsb.edu/undergraduate-program/

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

Earth Science with a Climate and Environment Emphasis

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

This major employs an integrated view of the earth as a dynamically linked system. Students take traditional geology courses while pursuing coursework in related disciplines, such as ocean, atmospheric, and earth-surface processes.

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

http://www.sustainability.ucsb.edu/undergradute-program/

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

Women, Culture, and Development

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

The goal of the Women, Culture, and Development minor is to allow students to study aspects of women's subordination and resistance to that subordination in the Third World and to ensure that cultural aspects of women's lives are taken seriously when analyzing women's position. Women, Culture, and Development is located at the intersection of three cutting edge areas within the academy: feminist studies, cultural studies, and Third World studies.

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

http://www.sustainability.ucsb.edu/undergraduate-program/

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

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# Graduate Program

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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 Environmental Science & Management (MESM)

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

The program focuses on application and problem-solving and has three parts: the first-year core curriculum, the second-year work in one of seven Specializations, and the Group Project or Eco-Entrepreneurship Project. The Bren School MESM degree involves core curriculum that provides a solid foundation in coupled human and environmental systems. The specializations offered by Bren School include Coastal Marine Resources Management, Conservation Planning, Corporate Environmental Management, Economics and Politics of the Environment, Energy and Climate, Pollution Prevention and Remediation, and Water Resources Management. Lastly, students complete a Group Project or Eco-Entrepreneurship Project focused around coursework that develops skills and experiences that help them pursue new technologies and strategies for addressing society's environmental and resource challenges.

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

http://www.sustainability.ucsb.edu/graduate-program/

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

PhD in Environmental Science & Management


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

The Bren School's PhD program is designed to develop the broad knowledge, analytical powers, technical skills, and creative thinking demanded of leaders in Environmental Science & Management. The program is also designed to accommodate a wide range of research interests, from those highly focused in a particular discipline to strongly interdisciplinary ones. All courses offered by the Bren School are open to PhD students. Courses are also available in such other departments as Geography, Earth Science, Economics, Political Science, and Ecology, Evolution & Marine Biology, as well as others. PhD research topics can be as focused or interdisciplinary as the courses. Current research projects include "Economics of water management, including markets, pricing, auctions, and payments for ecosystem services;" " Using computational numerical methods to develop a better understanding of energy and material resource management problems that are dynamic over space and time;" and "Environmental impacts of energy technologies and agricultural systems, approaches for regionalizing life cycle inventory, and China's environmental issues."


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

http://www.sustainability.ucsb.edu/graduate-program/


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

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

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

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

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

Yes


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

PhD emphasis in Economics and Environmental Science (EES)


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

The Economics and Environmental Science (EES) emphasis at UCSB instills the ability to use economic tools in developing environmental approaches and policies. The program's goal is to develop environmental economists who are able to conceptualize economic problems related to environmental issues, then apply appropriate quantitative and qualitative techniques to design and

implement appropriate research methods.

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

http://www.sustainability.ucsb.edu/graduate-program/

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

Proposed Interdepartmental PhD Emphasis in Environment & Society

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

The Academic Senate Sustainability Working Group, a standing committee of faculty from more than a dozen academic units across the UCSB campus, proposed in Spring 2014 the creation of an Interdisciplinary PhD Emphasis on the Environment & Society (IEES). The goal of this emphasis is to create a means for UCSB doctoral students to benefit from our campus's extraordinary strengths and resources in environmental studies and sciences—by reaching beyond those available in their home, degree-granting units—and in the process, to develop the integrative thinking and problem-solving skills necessary to lead the next generation of environmental scholars in their respective disciplines. As of March 2014, this proposal was still being reviewed for final approval from the campus. Pending final approval, the emphasis would begin in Fall 2015.

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

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

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

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

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

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# Immersive Experience

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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.

**Submission Note:**

Information about the Bren Career Development internships can also be found at:

http://www.sustainability.ucsb.edu/brencareerdevelopment/

*"---" 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:**

We would like to discuss two sustainability-focused immersive program(s) that we offer through:
1. The Center for Energy Efficient Materials (CEEM) &
2. The Bren School of Environmental Science & Management

#1

The Center for Energy Efficient Materials (CEEM) at the University of California, Santa Barbara, offers undergraduate students the

opportunity to work on cutting-edge original research under the guidance of a graduate student mentor and faculty adviser. As CEEM interns, UCSB undergraduates work to develop innovative solutions to current and future clean energy challenges, focusing on four key areas: photovoltaics, thermoelectrics, solid-state lighting, and energy storage.

During the academic year, student interns work approximately 100 hours per quarter, and during the summer, the internship is a full time commitment and immersive experience. In addition to research experience, the program provides opportunities for professional development through workshops and research seminars.

Specific projects that students have been involved in include investigating performance degradation in polymer solar cells, synthesizing novel platinum-carbon composites for fuel cell catalysts, and studying the optimal geometry for maximum absorption in thin-film solar cells.

More information about the Center for Energy Efficient Materials internship can be found here:

http://ceem.ucsb.edu/programs/ugrad-research

#2

The Bren Career Development program supports students in pursuing internships in their field of study. Many of these internships contribute to sustainability and are either offered by the university, financially supported through the university, or listed by a university partner. Many of these internships are the main focus for Bren Masters students during the summer between their first and second years of school. Listed below are some examples of internships that students have been involved in:

Graduate Internship with Cradle to Cradle Products Innovation Institute | San Francisco, CA

http://www.c2ccertified.org/about/what_is_cradle_to_cradle

The student received funding from the Bren School's Summer Internship Fellowship to work over the summer of 2012 with Cradle to Cradle (C2C) to evaluate scientific criteria for C2C certification program and assist with project management.

Sustainable Supply Chain Research Intern with the UCSB Purchasing Dept. | Santa Barbara, CA

http://www2.bren.ucsb.edu/~smartsource/

http://www.sustainability.ucsb.edu/purchasing-actions/

In 2012, multiple students spent the summer interning with the UCSB Purchasing Department as part of their Bren School master's thesis Group Project, which involved performing a Life Cycle Assessment (LCA) to analyze the current state of purchasing and to target high environmental impact areas and administer a survey to examine purchasing behavior. They used this LCA and the survey results to create a framework and deliver specific recommendations for integrating sustainability into campus purchasing and included their recommendations in the 2013 Waste Diversion Plan for UCSB and the CA Higher Education Sustainability Conference.

Project Management Intern, Green Construction with Allen Associates | Santa Barbara, CA

http://www.dennisallenassociates.com/

This past summer (2013), a Bren School student interned with Allen Associates, a local leader in green building and current Bren School Corporate Partner. His main tasks were to help implement CA Green Building Codes into Allen Associates' procedures to ease compliance for project managers, as well as to research cutting-edge green practices and materials.

Corporate Responsibility Intern with Deckers Outdoor Corporation | Goleta, CA

http://www.deckers.com/company/corporate-responsibility/environment

As a Corporate Responsibility Intern with Bren School Corporate Partner Deckers Outdoor Corporation, this student spent the majority of her time working on global warming and supply chain analysis for a supply chain of sheepskin leather, while also devoting a fair amount of her internship to drafting corporate sustainability reports and helping with other tasks of the corporate social responsibility department.

Additionally, one of the Bren Group Projects focused on the UCSB Water Action Plan (

http://www2.bren.ucsb.edu/~wateraction/

), which received a fair amount of attention from UCSB and the UC system as a whole for its efforts to highlight best practices in going forward with water conservation efforts. Students spent their summer internships in 2012 working on this project.

General information about Bren Career Development internships can be found at:

http://www.bren.ucsb.edu/career/internships.html

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

http://www.sustainability.ucsb.edu/ceemundergradresearch/

# Sustainability Literacy Assessment

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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:**

We are in the process of developing a Sustainability Literacy Assessment but will not have launched it by the time of STARS 2.0 submission.

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

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

0

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

0

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

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

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

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

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

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

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# Incentives for Developing Courses

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

### 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:**

In addition to the New Leaf Grant Program, which is focused on sustainability, Instructional Development offers two additional grant programs which can be used for infusing sustainability into courses; however, neither of them are specifically promoted with this purpose. Both grants do specifically highlight support for electronic learning tools, such as course websites and GauchoSpace which reduce paper usage substantially. More information on these grants can be found here:

Instructional Improvement Grants
http://grants.id.ucsb.edu/sites/default/files/2011-2012_Call.pdf

Faculty Mini-grants:
http://grants.id.ucsb.edu/faculty-mini-grants

"---" *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?:**
Yes

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

"Turning over a New Leaf: Greening Your Course": Mini-Grant Program for Faculty Infusing Sustainability Into Curriculum

The goal of the New Leaf Grant Program is to catalyze the infusion of sustainability in courses across disciplines at UCSB. Those applying may consider integrating sustainability by asking students to:
• Identify one or more serious environmental problems and examine its underlying causes and possible consequences.
• Explore the conceptual foundations of our environmental attitudes, values, and challenges from a variety of cultural perspectives.
• Examine humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life

on Earth.

• Demonstrate the interconnectedness of environmental, economic, and social systems.

• Investigate how our relationship to the natural world has been shaped historically, politically, and/or economically.

• Examine the controversies surrounding questions of values and ethics as they relate to creating a sustainable future.

• Utilize tools to communicate effectively about sustainability issues

Successful proposals seeking to infuse sustainability into undergraduate courses will encompass one or more of the following:

•Service learning experiences that make use of the university or local community as a "living laboratory": There are ample demonstration sites (solar panels, bioswales-biological filtration for stormwater, organic gardens, and farms, etc) which could be used as teaching tools in academic courses. With each of these locations, there are opportunities to use campus staff and community members as guest lecturers or mentors for student projects.

•Opportunities for the broader campus or community to learn from student research/projects: Class assignments/projects that are structured such that they can be shared with a larger audience, by students, or instructors (or both).

•Community building: Provides an opportunity for community outreach or community building around environmental issues.

•Demonstrated Learning Outcomes: Student learning of sustainability is measured/demonstrated.

•Interdisciplinary: Collaborative projects which involve faculty and/or students from different disciplines to explore cross-cutting themes, such as environmental justice, human food systems, and scarcity of natural resources (water, air, soil, etc.).

Faculty can also apply for a grant to develop sustainability "modules" that can be used by a wide range of instructors within their department or campus-wide. These modules should be in a format that is easy for instructors to use (such as video, with chapters, study questions, and project ideas) and should relate to "core topics/questions" related to sustainability).

There is an interactive workshop hosted by Instructional Development for those interested in infusing sustainability into their courses.

Examples of positive outcomes:

- (2012-13): To incorporate sustainability awareness into Religious Studies 185, "Food, Religion, & Culture in the Middle East." Revisions include developing the following topics: the Neolithic Revolution and its impact on the environment; environmental impacts of irrigation systems; sustainability and Bedouin culinary culture; the Medieval Arab "Green Revolution" and its environmental impacts; agricultural sustainability; politics of food sovereignty; ecological factors and their impacts on the Arab uprisings of 2012-13.

- (2012-13): To incorporate sustainability awareness into Sociology 134EC, "Earth in Crisis." Revisions include making a digitalized film of approximately 45 minutes that documents in a compelling fashion the climate crisis faced by human society, and focuses on a global social movement composed importantly of youth from around the world, devoted to working on the issue in a variety of ways, including movement organizing, dissemination of information, and direct pressure on the national delegations seeking to negotiate a climate treaty by the time of the 2015 meetings of the U.N. COP 21 (Conference of the Parties) in Paris.

For more information about the New Leaf Grant Program in particular, please visit:

http://grants.id.ucsb.edu/sites/default/files/NewLeafGrant_CallforProposals_0.pdf

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

Funding awards for successful proposals for infusing sustainability into the curriculum or creating sustainable course modules range from $500 to $1000.

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

http://www.sustainability.ucsb.edu/teaching/

# Campus as a Living Laboratory

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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** | --- |
| **Waste** | Yes |
| **Water** | Yes |
| **Coordination, Planning & Governance** | Yes |
| **Diversity & Affordability** | --- |
| **Health, Wellbeing & Work** | --- |
| **Investment** | Yes |
| **Public Engagement** | Yes |
| **Other** | Yes |

**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:**

Through an internship which involved one-on-one mentorship and work with the Campus Sustainability coordinator, a UCSB student (Lindsey Sarquilla) at the Bren school of environmental science and Management investigated the role of our campus's landscape and vegetation in the carbon cycle. Through the internship project, she gained a general understanding of our landscapes here at UCSB and, specifically, the role of their vegetation as a carbon sink and source. Lindsey used the information and knowledge acquired through the internship to develop best management practices and recommendations of climate mitigation specific to the UCSB campus. Her report has since been incorporated into the Campus's 2014 Climate Action Plan.

**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:**

UCSB has worked to retro-commission aged buildings, using wireless sensor information through the Center for Energy Efficient Design at the Institute for Energy Efficiency. Outcomes of the research include the following. The Student Resources Building reduced hot water use by 44%, and its total building energy savings were 16.5% . The Student Health building saved $75K in equipment replacement and $36K in operation costs. Pollack Theater mitigated 20F oscillations and increased occupant comfort. Lastly, in the Engineering Sciences Building clean room, operations and natural ventilation control strategies were assessed. Overall, it was found that using cheap wireless sensors can give sufficient information about old buildings to improve comfort and save vast amounts of energy. Current research on this front is focused on finding the best and most efficient ways to create energy models that could potentially be used to further study buildings on campus.

Another project focused on bridging the energy performance gap, or the failure to achieve predicted performance, for green buildings in the US and China through the Bren School of Environmental Science and Management. The study was created in collaboration with students at the Nanjing University School of the Environment in China, and case-studies were conducted in the Suzhou Industrial Park in China, as well as in green buildings on UCSB's main campus. The results of the study identified large system issues, such as heating system failures, as substantial factors contributing to the performance gap.

**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:**

Six undergraduate students participated in a project to document and analyze the sustainability of the Santa Barbara County agrifood system and to analyze student food-related decision making on campus. The student participants in the project documented positive synergies between human (improved nutrition and community) and environmental health (reduced greenhouse gas emissions, GHGE). They also performed an experiment in which foods in the UCSB Residential Dining Commons were labeled, based on their GHGE. With this approach, they were able to successfully engage and educate their peers about greenhouse gas emissions related to food production. Based on the collected data, they completed a report that the Dining Commons continues to use for planning their future goals. Lastly, the students prepared and organized content for a conference held in the McCune Conference Center, which considered research, action, and policy related to localizing agrifood systems.

**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:**

Students performed an experiment to test whether providing feedback to consumers and comparing their behavior to that of their peers alters their power use. Weekly e-mails were sent to 95 randomly selected apartments, and the result was an average reduction of 5.1% electricity consumption. Overall, the Santa Ynez community electricity consumption was lowered about 3,500 kW-hrs, and the complex carbon footprint was reduced by approximately 2,500 lbs of CO2.

**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:**

One way that UCSB has worked to improve the sustainability of its campus landscaping is through an undergrad-lead project entitled Rethinking Campus Landscaping (RCL). The goal of the project was to improve the sustainability of campus landscaping by both surveying campus landscaping and educating the campus community about sustainable landscapes. The project aimed to analyze landscapes for maintenance practices, ecological make-up, and human-values. It additionally sought to advance the educational capacity

at UCSB on functional landscapes and define what a "sustainable landscape" actually is. Students looked at whether converting landscapes from their original grass and ivy form into foundation beds would be economically and ecologically beneficial. The objective was to reduce carbon emissions through implementing landscapes that are not machine intensive. The students found that decreasing human labor costs of high diversity plant beds would make ecologically beneficial landscapes an economically more attractive choice. Another way to lower the cost of human labor would be to create programs on campus that involve the student body. This would provide ecological benefits and opportunities for students to get involved in the process of how their school is run.

**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:**

As part of a report that was submitted to The Green Initiative Fund (TGIF), four students through the Bren School of Environmental Science and Management carried out a project entitled "Sustainable Supply Chain Management". The goal of the project was to develop a framework to assess and reduce environmental impacts that result from UCSB procurement. The students evaluated the current state of purchasing on campus using data analysis, life cycle assessment, and a behavioral survey. With these tools, the purchases with the greatest environmental impact where identified based on effects associated with greenhouse gas emissions, water use, and energy consumption. The final project included a recommendation that UCSB shift toward purchasing products with lower environmental impact and by doing so enhance the sustainability of its supply chain.

**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:**

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**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:**

As part of LeeAnne Kryder's course "Writing for the Environment", a student named Stephen Read conducted a project on landfill diversion at UCSB and efforts to find affordable, relatively simple measures to help reduce waste on campus. The report, entitled "Zero Waste: Landfill Diversion at UC Santa Barbara", evaluated UCSB's waste and found that upgrades to waste receptacles provide significant improvements in landfill diversion, thus contributing to UC Santa Barbara's goal of zero waste by 2020. In addition, improved signage can help guide the flow of waste into the proper bins. The report furthermore found that a few simple modifications could solve several problems with the "Big Bertha" garbage bin sets available on campus without the need for complete replacement. And the newer "BigBelly" solar compactors can reduce trash volume by a factor of 4. Lastly, the report found that a transition to compostable bags in restrooms could keep hundreds of pounds of paper towels out of landfills every week.

**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:**

UCSB is the first UC campus to develop a Water Action Plan that evaluates water use and provides strategies for reducing water consumption. UCSB staff collaborated with students from the Bren School of Environmental Science and Management to produce the Water Action Plan. The project doubled as the students' master's thesis. They collected and analyzed water data to help shape recommendations, giving them the opportunity to implement their academic experiences in the field. Another academic dimension of the Water Action Plan is the inclusion of goals to embed an understanding of the watershed into the curriculum, as well as new demonstration projects that could be used by researchers and by the campus.

Positive outcomes of the project include the discovery that potable water use on campus in 2012 decreased for the fourth year in a row. Water consumption for the 2011/12 academic year is the lowest on record, with a 51% reduction from UCSB's three-year baseline. This enabled UC Santa Barbara to surpass the 2020 policy goal of 20% reduction in potable water set by the University of California Office of the President (UCOP) nine years earlier. Through its many proactive conservation practices, it appears feasible for UCSB to reduce potable water consumption by an additional 20% over the next 15 years, averaging close to a 7% reduction at each Five Year Water Action Plan Assessment.

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

A project was conducted for the course Environmental Science and Management (ESM) 280: Organizations and Environmental Leadership. The project's goals included picking an organization and analyzing environmental leadership opportunities and challenges within the organization. The analysis was centered on topics such as values and leadership, decision making, communicating for results, and leadership challenges. The project focused on the Chancellor's Campus Sustainability Committee on campus. The results of the analysis included strengths, weaknesses, and impact recommendations for the committee. Examples of recommendations include increasing involvement through campus events and prioritizing innovative ways to reach the 'non-subscribing' audience in order to close the performance gap.

**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:**

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**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:**

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**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:**

As part of a senior thesis submitted to the Environmental Studies Department, research was carried out to determine the "effective financial harm" (EFH) attributed to UCSB due to its investment in the coal industry. This was done by conducting literature reviews on the external costs associated with coal production and utilizations. It was found that UCSB has a medium EFH of $181,287 per year, with a range of $98,270 to $301,458. Though these numbers are not substantial when compared to the total external costs associated with the coal industry, they are impressive when considering the small percentage of the companies owned by UCSB. The project concluded that it is important to decide whether or not investments of a university are under the jurisdiction of the university's mission statement and ideals.

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

A sociology and communications double-major worked with the UCSB Sustainability Internship Program as a student intern to engage local environmental organizations in working together to encourage volunteerism in the local environmental movement through a collaborative approach. This project was started in Winter 2013 with the launch of a community-based partnership meeting organized by

the student intern. At this meeting, goals and a variety of strategies for collaboration were discussed. Several community meetings later, a Director's pledge was developed, along with a plan for further ongoing collaboration efforts. The student intern completed all of the recruitment of local organizations and relationship building, learned to develop agendas and facilitate meetings, researched what other cities were doing, and developed the final pledge document. The intern attended a retreat with other student leaders, as well as community meetings held by other groups locally. The student's mentor met with the student weekly to discuss the project and offer advice.

**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:**

We offer an internship program called PACES (Program for the Assessment and Certification for the Environment and Sustainability) which also doubles as our Green Office Certification Program. Students in the program receive mentorship through weekly meetings with their staff adviser and additional meetings as necessary. They also attend retreats throughout the year and occasional formal trainings. During the program, they learn energy auditing, environmental consulting, waste auditing, professionalism, and more. Through this program, campus departments identify ways that they can conserve resources in their offices and gain knowledge of campus sustainability policies and resources. This is an ongoing program.

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

http://www.sustainability.ucsb.edu/campus-as-a-living-laboratory/

# 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.

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**From the institution:**

UC Santa Barbara is home to many remarkable research institutes and centers, including but not limited to the Institute for Energy Efficiency, the Marine Science Institute, and the Earth Research Institute. We are also the home of many sustainability efforts in the arts and humanities, including the Environmental Media Initiative of the Carsey Wolf Center and the Literature and the Environment Program of the English department.

| Credit |
| --- |
| Academic Research |
| Support for Research |
| Access to Research |

# Academic Research

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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:**

The following academic departments were found to have at least one researcher working on sustainability:

Anthropology
Art
History of Art and Architecture
Black Studies
Bren School of Environmental Science & Management
Chemical Engineering
Chemistry and Biochemistry
Computer Science
Earth Science (formerly Geological Sciences)
East Asian Languages and Cultural Studies
Ecology, Evolution, and Marine Biology
Economics

Electrical and Computer Engineering

English

Environmental Studies

Feminist Studies, Department of

Film and Media Studies

French and Italian

Geography

Gevirtz Graduate School of Education; Department of Education

Global and International Studies

History

Latin American and Iberian Studies (PROGRAM)

Marine Science

Materials

Molecular, Cellular, and Developmental Biology

Political Science

Psychological & Brain Sciences

Sociology

Women, Culture, and Development Studies

Writing Program

Communication

Mechanical and Environmental Engineering

Physics

The following research centers/units were found to have at least one researcher working on sustainability:

California NanoSystems Institute

Carpinteria Salt Marsh Reserve

Carsey-Wolf Center for Film, Television, and New Media

Center for Control, Dynamical Systems, and Computation

Center for Energy Efficient Materials

Center for Interdisciplinary Research in Fluids

Center for Marine Assessment and Planning (CMAP)

Center for Middle East Studies

Center for Multifunctional Materials & Structures (CeMMaS)

Center for Nanomedicine

Center for Nanotechnology in Society (NSF)

Center for Polymers and Organic Solids

Cheadle Center for Biodiversity & Ecological Restoration

Coal Oil Point Reserve

Coastal Research Center

Earth Research Institute

Ecoinformatics Center

Institute for Collaborative Biotechnologies

Institute for Energy Efficiency

Institute for Multi-scale Materials Studies

Institute for Social, Behavioral, and Economic Research

Institute for Terahertz Science and Technology

Interdisciplinary Center for Wide Band-Gap Semiconductors

Marine Biotechnology Center

Marine Science Institute

Materials Research Laboratory

MesoAmerican Research Center

Mitsubishi Chemical Center for Advanced Materials

National Center for Ecological Analysis & Synthesis

National Center for Geographic Information and Analysis

Neuroscience Research Institute

Ocean Acidification

Ocean and Coastal Policy Center

Orfalea Center for Global and International Studies

Santa Cruz Island Reserve

Sedgwick Reserve

Solid State Lighting and Energy Center

UC Center for Environmental Implications of Nanotechnology

UCSB Natural Reserve System

Valentine Eastern Sierra Reserve (includes Sierra Nevada Aquatic Research Laboratory and Valentine Camp)

The following departments were not included in the count of departments because they do limited amounts of research:
• English as a Second Language
• Military Science (ROTC)
• Interdisciplinary Courses
• Interdisciplinary Studies

We also did not include Global Peace and Security (PROGRAM) because there was so much overlap with the Global and International Studies Department.

For research units and centers, we made the following exceptions:
• Social Science Survey Center/Benton Survey Research Laboratory - No longer exists
• Institute for Crustal Studies, now Earth Research Institute (ERI) - ERI is counted
• Institute for Computational Earth Systems Science, now Earth Research Institute - ERI is counted
• Health Data Research Facility - Included in ISBER

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

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

226

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

830

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

73

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

160

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

STARS Research List_4_30_2014 STARS Submission.pdf

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

Please see attached inventory.

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

For the purposes of reporting to STARS, UCSB's definition of research that relates to or has research applications/implications related to sustainability includes research which:

1) Seeks to better explain the dynamic functionality of and history of earth's systems as they may affect humans;

2) Seeks to better explain the relationship between humans and the environment;

3) Seeks to better explain human impacts on the natural environment;

4) Seeks to better explain the effect of environmental issues on humans or society more broadly;

5) Explores and responds to the relationship between humans and the natural environment through art and culture; and/or

6) Develops innovative solutions through practice, technology, or artistic expression regarding an issue affecting the environment and our relationship to it.

The majority of research at UC Santa Barbara is foundational in nature. Due to this, we often needed to look at the potential applications or implications of the research to discern the connection to sustainability.

We only included research that included an environmental component. Research that only addressed social justice and economic aspects of sustainability were not included.

We did not include research focused on understanding how ecosystems or organisms function if there was no explicit connection to an environmental issue. If the ecological research investigated issues of restoration, human impacts, remediation, etc. we did count it.

We included creative activities of fine arts and humanities faculty, as well as articles and publications. We sought "substantial" projects, including both grant-funded projects and non-funded projects. For publications and ongoing experiments, we included "in progress" work.

Research that addressed cultural relationships with the natural environment was included. For example, we included research that addressed how the environment has been represented in literature over time, especially if the faculty linked the research to how this change in perception might have affected the way society treats the environment.

In some of the cases we looked at, the researcher had not been conducting research with the primary objective of solving a sustainable challenge, but a sustainability innovation occurred as a "side effect." For instance, the researcher might be developing a new technology with the goal of creating a faster computer chip. If the innovation was also significantly more energy efficient than the current technology on the market, we counted it.

Process for evaluating which research to include:
We developed an initial list of researchers that we thought might be conducting sustainability related research (see process for identifying researchers below.) That list was divided amongst a group of student interns and sustainability staff. Each person then reviewed material online about their researchers and contacted them for more information and eventual verification of the research description. In cases in which the answer appeared obvious and where the researcher did not object to the description, these cases were not further evaluated. For

those cases where the judgment was unclear, however, the intern/staff member assigned to that researcher would bring the case to the group of evaluators working on this area of STARS to be debated. Anytime a faculty member thought that their research was not related to sustainability, we did not include it, regardless of the intern's/staff member's opinion of its relation. This arose, for instance, with researchers that we believed worked on climate change, but who did not want to be listed as a "climate change" researcher for fear that this would make them appear biased in their research.

Who to include:
We included all researchers that are eligible to be a principal investigator on our campus. This includes professional research staff, lecturers with security of employment, faculty, and several other categories. We did not include graduate students who are not eligible to be a principal investigator because we did not feel that we could collect accurate data in a timely manner.

For a full description of who is included in the list of principal investigators, please see:

http://www.research.ucsb.edu/spo/proposal-preparation/principal-investigator-eligibility/

For academic departments, we included all research units and centers, as well as traditional academic departments.

Process for identifying researchers:
We reached out to the UCSB Office of Research and completed a keyword search of grant titles. Please see the end of this description for a list of keywords used. In doing the keyword search, we were able to collect information on the principal investigator (PI) name, PI home department, administering department, title of the contract/grant, sponsor name, amount funded, award begin date, end date for grant, and field of research. We also did a campus-wide survey of faculty and researchers and asked them directly if they did research related to sustainability. In the survey, we collected descriptions of their research. Most of the descriptions from the survey were too brief for us to include in the final report; however, we collected leads to follow up on. The Office of Research's website was also helpful because it included news articles and announcements of grants, awards, and recognition of faculty accomplishments. Departmental and faculty websites were also reviewed. Lastly, we contacted research unit and center directors and department chairs in order to verify that the list we had for that department or research center/unit was accurate and complete. This step was particularly helpful for ensuring we were including the appropriate non-faculty researchers who are eligible to be principal investigators.

Keyword Search Terms Used:
• Global warming
• Energy Efficiency
• Energy Efficient
• LED
• Light-emitting diodes
• Biomimicry
• Urban Planning
• Sustainability
• Sustainable
• Ecology
• Ecological
• Coral
• Recycling
• Ecosystem
• SusChEM
• Carbon Capture
• Carbon dioxide capture
• Acidification

- Greenhouse Gases
- Endangered
- Solid State
- Inspired by Nature
- Food Security
- Peace
- Biodiversity
- Environmental Justice
- Pollution
- Pollutant
- Environmental Health
- Resiliency
- Corporate Social Responsibility
- Organic Agriculture
- Fair Trade
- Wind Energy
- Biofuel
- Biofuels
- Health Disparity (ies)
- Life Cycle Assessment
- Nature
- Environment
- Environmental
- Emissions
- Resource Economics
- Population
- Lighting
- Energy policy
- Resource management
- Wind power
- Ecocriticism
- Ecotourism
- Human impact(s)
- Feedstocks
- Biomaterials
- Solar cells
- Solar energy
- Photovoltaic(s)
- Methane conversion
- Resource scarcity
- Transportation
- Land preservation
- Watershed
- River systems
- Anthropogenic stressors
- Water quality
- Air quality
- Cancer

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

See the list above

**The website URL where information about sustainability research is available:**

http://www.sustainability.ucsb.edu/academic-senate-sustainability-work-group/academics-resources/

# Support for Research

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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:**

UC Santa Barbara offers a wide array of fellowship programs, including several targeted towards sustainability. Here are two examples:

The Institute for Energy Efficiency (

http://iee.ucsb.edu/programs/fellowship-program

) supports graduate students across its six research groups through competitive fellowships. These awards are granted to students who demonstrate academic excellence and a commitment to effecting vital change in the field of energy efficiency. Please find more information on our fellowships programming:

http://iee.ucsb.edu/programs/fellowship-program

The Bren School hosts the following fellowship programs that provide opportunities through it's Master's and PhD students:

Eco Entrepreneurship Fellow Program (EFF)

Latin American Fisheries Fellowship Program (LAFF)

Sustainable Water Markets Fellowship Program (Water Markets)

Please find more information about specific information regarding each of the above fellowship programs:

http://www.bren.ucsb.edu/admissions/fellowship_programs.htm

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

http://www.sustainability.ucsb.edu/fellowshiprograms/

**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:**

UC Santa Barbara is committed to prioritizing the Environment as an interdisciplinary theme for our research and teaching between 2007-2025

(UCSB Strategic Academic Plan

http://evc.ucsb.edu/strategic.academic.plan/

).

This strategic plan is used in determining UC contributions to faculty research and in decisions regarding cost sharing on UC research projects. Cost sharing is a type of project contribution in which the University bears the costs associated with the conduct of a sponsored project that the University may otherwise charge to the extramural funds. Typically, these costs are not separately budgeted but are part of the department's operating expenses. Cost sharing can be either requested by the sponsor as a requirement of the funding agreement or can be a voluntary contribution from UCSB. From 2010 to 2013, UCSB has contributed at least $7,081,368 through cost sharing and other contributions (including some in-kind contributions of administrative costs and staffing) to sustainability related research.

In addition to this significant support, UC Santa Barbara's Academic Senate Sustainability Work Group offers a Sustainability Champion Program, which is funded in part from core campus funds and in part from an off-campus foundation. The primary goal of the "Campus Sustainability Champion" is to recognize faculty innovation and encourage ongoing research and teaching in sustainability. Faculty submit competitive proposals that promise to engage undergraduate and graduate students in sustainability issues and provide campus-wide leadership and visibility in sustainability in education and research. Awardees are selected by a committee, based on the merit of their proposals; recipients receive funding to support activities including, but not limited to, graduate and undergraduate research assistants; and all awardees will be required to lead an annual Freshman Seminar in Sustainability.

The current Campus Sustainability Champion is John Foran, professor of Sociology, whose 2013-14 project is titled "Climate Justice: The Condition for a Sustainable Future." His team of UCSB scholars, undergraduates, and graduate students interviewed young activists at the U.N. climate summit in Poland in November 2013 for a film project and an e-book. They have also done outreach in the local high

schools to inspire students to attend an all-day gathering on May 10: "Re-Imagining Climate Justice: At the Crossroads of Hope and Possibility," aimed at involving young people in the global climate justice movement's quest for a just climate treaty and an equitable, democratic, and sustainable society. Their work can be seen at

www.climatejusticeproject.com

http://www.sustainability.ucsb.edu/campus-sustainability-champion/

**The website URL where information about the faculty research program is available:**
http://www.sustainability.ucsb.edu/campus-sustainability-champion/

**Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:**
No

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

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

University of California, Santa Barbara provides an array of support for sustainability research through the library including:

Research guides for a variety of sustainability-focused and related courses, such as Business Planning (

http://guides.library.ucsb.edu/writ107B

), Approaches to University Writing for Multilingual Students: Campus Sustainability (

http://guides.library.ucsb.edu/ling12

), Environmental Studies Capstone (

http://guides.library.ucsb.edu/ES197

), Writing about Sustainability (

http://guides.library.ucsb.edu/writ105sFall2013

), Writing for Environmental Studies (

http://guides.library.ucsb.edu/writ109es

), Conservation Ecology (

http://guides.library.ucsb.edu/eemb168

), and Environmental Politics and Policymaking (

http://guides.library.ucsb.edu/esm241

). The course guides provide a variety of information and resources, such as links to articles, databases, websites, and techniques for accessing other library resources. For example, the course guide for Business Planning (WRIT 107B) includes a section that defines sustainability and corporate sustainability management, and it provides lists of books, reference materials, online articles, and websites that discuss how corporations incorporate and manage sustainability initiatives. Another course guide, Approaches to University Writing for Multilingual Students: Campus Sustainability (LING 12), includes a reference of key terms and search phrases for students to use in order to effectively access other library resources and has a links to outside resources, such as Sustainability Science Abstracts, that can be accessed through the University's subscription. Each course guide provides different resources that are specific to the students needs when they complete research and other assignments for the course.

A collection of general Environmental Science resources (

http://guides.library.ucsb.edu/envi?hs=a

) such as information on Green Careers, Endangered Species, Field Guides, Environmental Science resources in the Santa Barbara area, and information on Sustainability in Higher Education are also available. (

http://lgdata.s3-website-us-east-1.amazonaws.com/docs/658/317656/sustainability13.pdf

).

The UCSB Library also provides a subscription to the database, Sustainability Science Abstracts, and links to the freely accessible GreenFILE database. It has 40 current journal subscriptions in sustainable development and over 1000 in the environmental sciences.


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

http://www.sustainability.ucsb.edu/libresearchresources/

# Access to Research

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**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:**

5

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

5

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

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 adopted the policy listed below on 7/24/2013.

**A copy of the open access policy:**

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**The open access policy:**

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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 24/2013.

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.

Link to the policy @

http://osc.universityofcalifornia.edu/open-access-policy/

**The website URL where the open access repository is available:**

http://www.escholarship.org/

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

Open Access (OA) literature is defined as being online, free of charge, and free from most copyright and licensing restrictions. Most often, the term is used to refer to articles in OA journals or OA repositories. The UCSB Library supports open access publishing as a way for faculty to retain the rights to their work and to distribute their work quickly and globally.

http://www.library.ucsb.edu/scholarly-communication/open-access

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

http://www.escholarship.org/

# 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**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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*.

"---" *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:**
21,927

**Name of the student educators program (1st program):**
Dining Commons Internship Program

**Number of students served (i.e. directly targeted) by the program (1st program):**
8,101

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

The Dining Common Internship program works with the University's Dining Services to improve current sustainable practices. Student interns research assigned projects, collect and input data, and provide recommendations to Dining services. Examples of projects that student interns work on include Sustainability Week, a week long celebration focusing on sustainable efforts where interns table in the dining commons educate students about sustainable food initiatives; Seafood Day, a program where interns educate students about the Dining Service's sustainable seafood program and engage with students on the importance of purchasing sustainable fish; and Earth Day, a program where interns educate students about a climate-friendly diet. In addition to tabling in the Dining Commons, student interns also develop educational brochures and PowerPoint slides for the programs. Student interns also assists in tracking dining utilities, such as the amount water, gas, electric, and food waste that are used by the Dining Services. This data is used to help the Dining Services work towards achieving more sustainable practices and to remain Green Business Certified. The students most effected by the Dining Commons Internship program are the students who have an active meal plan on campus and are directly exposed to the education opportunities provided by the Dining Services.

Interns also table once per month during Green Mondays when interns engage with students about the nutritional and environmental benefits of consuming a vegetarian meal.

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

Currently, there are 4 student interns (student educators) who apply to participate in the program by submitting an application, resume, cover letter, and transcript.

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

Interns are expected to dedicate a minimum of 6 hours per week and commit to all three quarters throughout the academic year. During this time, interns are given the opportunity to work alongside professionals in the field and interact with Dining Services staff on projects. Interns are provided the necessary knowledge and training for projects as they are assigned. The interns are specifically trained to use Microsoft Publisher and CBORD, the Dining Hall food service program. Interns meet with Danielle Kemp, the adviser for the program, on a weekly basis, and there are multiple opportunities for one on one mentorships throughout the year. The students also reach out to their faculty adviser, David Cleveland, a researcher involved in sustainable agrifood systems, depending on the projects they are working on.

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

The University supports the program by providing a faculty advisor and allowing students to take the internship for credit.

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

Health and Wellness Internship Program

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

20,000

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

The Health and Wellness Program strives to encourage sustainability through healthy living and buying locally sourced, organic food products. Health and Wellness Interns and Leaders are responsible for facilitating all workshops, marketing, tabling, events, and field trips. Interns are responsible for infusing UCSB with positive, proactive, evidence-based health and wellness messages and activities. Some past peer-to-peer outreach activities include educating students on Healthy Eating and Living (HEAL) that included spreading awareness of the importance of eating sustainable, locally sourced, organic food. The program provided fruit bowls on campus to students and worked with the local Bragg Health Institute to allow students to have access to sustainable, healthy foods. Health and Wellness Interns also educate students on how to practice smart, sustainable shopping at local farmers markets and work with the local food co-op. The program also works with the Residence Hall Association Leadership to select a Health and Wellness Chair (HAWC) in each residence hall to bridge Residential Life and Health and Wellness programs by providing information, programming, and resources to their peers. Each quarter, Health and Wellness interns and student leaders track the number of students that attend each event put on by the Health and Wellness program. These numbers are then totaled to approximate the number of students served by the program. All Health and Wellness programs are open to all students on campus, but the interns primarily target the undergraduate population and send staff representatives to address any requests from the graduate student population.

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

There are currently 15 student interns and 16 student leaders in the Health and Wellness program. Interns and Leaders are selected through an application process in addition to completing basic training, attending workshops, and completing a Health Specialty, a workshop in a specific healthy living topic. In addition to interns and student leaders, the Health and Wellness program also has Health and Wellness Chairs representing the program in undergraduate residence halls. These representatives are chosen by their peers living in the residence halls through an electoral process.

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

Student leaders in the Health and Wellness program receive 50 hours of training, on top of the intern training they need to apply to be leaders. Interns receive approximately 20 hours of training divided into three main categories: 8 hours health skills, 8 hours life skills, 4 hours intern skills.

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

The Health and Wellness program is paid with a mix of state funds through Student Affairs, small gifts, and student lock in fees. The University also supports the program by providing office space and staff.

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

---

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

---

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

   ---

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

---

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

---

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

---

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

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

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

---

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

---

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

---

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

---

**Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:**
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**The website URL for the peer-to-peer student outreach and education program(s):**
http://www.sustainability.ucsb.edu/ucsb-sustainability-internship-program/

# Student Orientation

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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.

**Submission Note:**

The above data is taken from the 2012-13 school year. The numerator is the total number of incoming freshmen undergraduates (excluding international students) and the denominator is the total number of incoming students (including freshmen, transfer, graduate, and international students).

We currently do no have programs that specifically reach transfer students, graduate students, or international students.

"---" *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:**

62.40

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

Incoming freshman have the opportunity to participate in a well-publicized sustainability presentation. The presentation (approx. 40 min) includes information about on-campus organizations that deal with sustainability, efforts at UCSB related to sustainability, sustainability

related courses, and internship and research opportunities related to sustainability.


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

http://www.sustainability.ucsb.edu/actions-students/

# Student Life

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

## 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** | No |
| **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** | --- |
| **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 Santa Barbara is home to forty-six student-led organizations that work on environmental or sustainability issues. Each of these programs is devoted to informing the campus and community about many aspects of environmentalism, including climate change, law and policy, ecology, energy, and sustainability. A description of each organization's primary functions and goals, as well as past and current projects, can by found in the included link below. For a quick glance at the organizations active as of March 2014, please see:

1 Alliance to Save Energy's PowerSave Green Campus Program*

2 Aqua International

3 Associated Students Bike Committee*

4 Associated Students Bike Shop

5 Associated Students Coastal Fund*

6 Associated Students Community Affairs Board (CAB)*

7 Associated Students Environmental Affairs Board (EAB)*

8 Associated Students Food Bank*

9 Associated Students Food Cart Working Group*

10 Associated Students Human Rights Board

11 Associated Students Recycling*

12 Associated Students Zero Waste Committee*

13 Bee Conscious*

14 Bren Environmental Justice Club*

15 Bren Student Sustainability Committee (BSSC)*

16 CalPIRG – California Student Public Interest Research Group*

17 Department of Public Worms*

18 Economic Development Project*

19 Educating Leaders for the Future (ELF)*

20 Engineers Without Borders (EWB)

21 Excursion Club

22 Feel Good SB

23 Global Environmental Brigades*

24 Global Water Brigades

25 Greeks Gone Green

26 Greenhouse and Garden Project*

27 Interactive Campus Map – Sustainability Team*

28 Isla Vista Community Relations Commission (IVCRC)*

29 Isla Vista Surfrider Foundation*

30 LabRATS (Laboratory Research and Technical Staff)*

31 Living Lab*

32 PACES (Program for the Assessment and Certification for the Environment and Sustainability)*

33 Plastic Solutions*

34 Refuse, Recycling, & Research Center (R3C)*

35 Renewable Energy Initiative (REI)*

36 Santa Barbara Student Housing Co-op (SBSHC)*

37 Save the Mermaids

38 Student Coalition for Green Building and Architecture

39 Students for Sustainable Food

40 Sustainable Service Learning Initiative – Partners in Environment*

41 System Change Not Climate Change*

42 The Green Initiative Fund (TGIF)*

43 The Wildlife Society

44 United States Green Building Council Student Chapter (USGBC)*

45 United Students Against Sweatshops

46 Weston A Price Foundation – Student Chapter

The starred organizations are also members of our ECOalition at UCSB, a council of student organizations that comes to gather to jointly voice their ideas and concerns; and to share best practices and resources.

**The website URL where information about student groups is available:**

http://www.sustainability.ucsb.edu/student-orgs/

**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:**

The University of California, Santa Barbara has a Greenhouse and Garden Project (GHGP) that allows students, faculty, and staff to maintain their own gardening plot. It currently has over fifty members, each with their own plot and full access to the greenhouse. The GHGP practices organic gardening, and, therefore, no pesticides or harmful chemicals can be used. Several faculty members use the grounds for research purposes as well, studying topics ranging from soil composition to sustainable agriculture.

The university also offers a course in Small Scale Food Production, which covers the biological, ecological, social, and economic theory of small-scale food production and its application in our campus garden plots, Santa Barbara County, and the rest of the world. Students in the class become members of the Greenhouse and Garden Project for a quarter and manage their own plots. The class is cross listed in Geography, Anthropology, and Environmental Studies and is open to students from any discipline who complete the prerequisite course, World Agriculture, Food & Population.

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

http://www.sustainability.ucsb.edu/student-orgs/#greenhouse

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

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

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**A brief description of the sustainable investment or finance initiatives:**

The Green Initiative Fund (TGIF) contributes approximately $150,000 a year. TGIF allocates funds to projects that increase the amount of renewable energy used on campus, increase energy efficiency, reduce water usage, and reduce the amount of waste created by our university, among other things. Portions of the fund will support education initiatives, student aid (via return to aid), and internships. TGIF is administered through a student majority governance board.

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

http://www.sustainability.ucsb.edu/giving-to-the-green-initiative-fund/

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

The University of California, Santa Barbara founded the California Higher Education Sustainability Conference(CHESC) and has been host to CHESC six times since 2002. CHESC is designed by and for campuses from each of the four systems of higher education in California, the Califoria Community Colleges, the California State University, the University of California, and private and independent colleges and universities. As a result of this unique partnership, CHESC provides top quality sessions highlighting the most innovative best practices from the past year. Speakers include staff, administrators, faculty, and students from colleges and universities throughout the state, often speaking on teams representing the stakeholder collaborations which are the foundation of campus sustainability efforts. In 2011, we began the Central Coast Sustainability Summit. The Central Coast Sustainability Summit brought together local municipalities and community organizations to share best practices; to discuss common issues in energy, transportation, waste, and water management; and to promote local dialogue and pursue regional sustainability partnerships. We have also held a variety of colloquia featuring notable authors and environmental advocates.

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

http://www.sustainability.ucsb.edu/centralcoastsummit/

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

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

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

UCSB has an outdoor program, the UCSB Adventure Program, that meets the criteria for this credit by practicing, teaching, and encouraging Leave No Trace principles. The UCSB Adventure Program is an outdoor program that organizes backpacking, camping, kayaking, canoeing, and other outdoor adventures. Trips, classes, and adventures through Adventure Programs are open to student, staff, faculty, and community members.

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

http://www.sustainability.ucsb.edu/ucsb-adventure-program/

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

UCSB has chosen a sustainability-related theme several times for its UCSB Reads program. The UCSB Reads program is a common reading experience for the UCSB and Santa Barbara-Goleta communities that serves to encourage reading and to generate discussion

amongst the communities about environmental issues and globalization.

Some examples of the Reads themes related to sustainability:
The 2007 UCSB Reads theme was Global Warming, Science, and Society. The chosen book was "Field Notes from a Catastrophe" by Elizabeth Kolbert. More information about the 2007 UCSB Reads program is available at

http://ucsbreads.library.ucsb.edu/archive/2007/index.html

In 2008, the UCSB Reads theme was "Globalization and Global Citizenship." The book of the year was "Travels of a T-Shirt in the Global Economy" by Pietra Rivoli. More information about the 2008 UCSB Reads program is available at

http://ucsbreads.library.ucsb.edu/archive/2008/index.html

In 2012, the UCSB Reads theme was "Making an Impact." The book of the year was "Moby Duck" by Donovan Hohn. More information about the 2012 UCSB Reads program is available at

http://guides.library.ucsb.edu/UCSBReads2012

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

http://www.sustainability.ucsb.edu/ucsb-reads/

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

At UCSB, we found such a high volume of traffic in our residence hall that it was necessary to set aside one room full time as our "green display room." This room is located in the Environmental Hall, within Santa Rosa Hall, so there are lots of students who help with the educational component when visitors tour the area. Some of the additional features in this hall are the energy and water competitions and various other sustainability outreach and educational events.

In addition, UCSB Housing and Residential Services also offers a published Sustainability Guide online. This guide offers students valuable information on how to be "green" while living in UCSB Residents Halls. It includes sustainability tips, efforts, and opportunities to students. The link can be found below:

http://www.housing.ucsb.edu/earth-friendly-living

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

http://www.sustainability.ucsb.edu/green-housing/

**A brief description of sustainability-focused student employment opportunities:**

The Sustainability Internship Program, based in the Department of Geography, offers students opportunities to gain experience in sustainability projects and make a difference on campus as well as in the local community. These include paid, academic credit, and volunteer-based internships and volunteer activities. The program also serves as a resource center for finding internships with other campus offices and off campus programs related to sustainability.

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

http://www.sustainability.ucsb.edu/ucsb-sustainability-internship-program/

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

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

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

The Gaucho Certified Farmers Market is an avenue for staff, students, faculty, and the local community to access fresh, locally grown produce and artisan goods. It brings together all facets of sustainability, helping to educate the UCSB community on healthy eating and living. The market acts as a platform to promote the rich bounty of the Central Coast. It has farmers and artisans tabling to offer education and insight into sustainable food production. The market also invites student, staff and faculty groups to table with information on a variety of ways to be sustainable.

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

http://www.sustainability.ucsb.edu/farmers-market/

# Outreach Materials and Publications

**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**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** | Yes |
| **A sustainability walking map or tour** | Yes |
| **A guide for commuters about how to use alternative methods of transportation** | Yes |
| **Navigation and educational tools for bicyclists and pedestrians** | Yes |
| **A guide for green living and incorporating sustainability into the residential experience** | Yes |
| **Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat** | No |
| **Other sustainability publications or outreach materials not covered above** | Yes |

**A brief description of the central sustainability website:**

UC Santa Barbara has one sustainability website that highlights its operational, academic, and administrative elements of sustainability. Each committee, department, and organization within UCSB that works on sustainability is linked to from this central website.

**The website URL for the central sustainability website:**

http://www.sustainability.ucsb.edu/

**A brief description of the sustainability newsletter:**

The UC Santa Barbara Office of Sustainability maintains a sustainability e-mail-based newsletter, and the office also sends weekly sustainability email announcements. Both the newsletter and the weekly announcements provide students with up to date information on sustainability efforts and events coordinated by UCSB, both on and off campus.

**The website URL for the sustainability newsletter:**

http://www.sustainability.ucsb.edu/category/newsletter/

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

The UC Santa Barbara Office of Sustainability maintains a sustainability Facebook, Website, and Twitter account.

1. Facebook (

https://www.facebook.com/UCSBSustainability?ref=hl

) -- UCSB Sustainability's Facebook page focuses on increasing awareness primarily in the student body. Through posting "Did you know" 's and campus activities and events that focus on sustainability in topics ranging from economics to sociology, this page disperses information on what UCSB Sustainability is doing in 'action today for tomorrow.'

2. Twitter (

https://twitter.com/UCSBSustainable

) -- Twitter is rapidly becoming the most popular social media platform due to its simplicity and versatility. This quarter, I mainly focused on tweeting events, such as the Central Coast Sustainability Summit and the UCSB Quarterly Sustainability Forum, to increase awareness among UCSB constituents and the sustainability community beyond.

3. UCSB Sustainability website (

http://www.sustainability.ucsb.edu/

) -- The website is the communication hub of UCSB Sustainability, in that it aims to reach all audiences ranging from faculty and students to strangers interested in the program. I updated the events calendar and contributed ideas to the website's reconstruction.

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

https://www.facebook.com/UCSBSustainability?ref=hl

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

There are at least four vehicles for this at UCSB. The first is the Department of Geography's on-line newsletter and articles:

http://www.geog.ucsb.edu/events/department-news/

A second point is the TGIF website where some student lead projects are featured. This site is:

http://www.sustainability.ucsb.edu/tgif/tgif-projects/

The third is the Bren School website where student group projects can be viewed:

http://bren.ucsb.edu/research/masters_gp.htm

The fourth is the Environmental Studies on-line newsletter, which can be found at:

http://www.es.ucsb.edu/news/newsletter

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

http://www.geog.ucsb.edu/events/

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

LEED Certified buildings feature signage that recognizes their excellence in sustainability efforts and environmentally-conscious building decisions. The following links provide case studies of two buildings on campus with LEED certification.

http://facilities.ucsb.edu/_client/pdf/sustainability/green_buildings/Rec%20Cen%20Case%20Study.

pdf

http://sustainability.ucsb.edu/_client/pdf/green_buildings/SRB%20Case%20Study.pdf

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

http://www.sa.ucsb.edu/Sustainability/CMSMedia/Documents/srb.pdf

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

The UCSB Residential Dining Services is involved in a multitude of sustainable practices on campus, and signage is used to highlight several of these, including advertising our use of Fair-Trade Coffee in all dining commons and providing recycling and composting services for all food waste in DLG and Portola dining commons, as well as in the University Center.

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

http://www.housing.ucsb.edu/dining/earth-friendly-dining.htm

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

UC Santa Barbara has signs throughout campus that designate our many irrigation stations that utilize reclaimed water. UCSB currently irrigates 90% of the campus with reclaimed water.

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

http://facilities.ucsb.edu/departments/sustainability/green_operations/water_conservation/defau lt.asp

**A brief description of the sustainability walking map or tour:**

UC Santa Barbara's Cheadle Center for Biodiversity and Ecological Restoration has organized a campus walking tour that highlights the diversity of plants and ornamental horticulture located throughout our school grounds.

http://legacy.ccber.ucsb.edu/collections/flora/exotic-flora-walking-tour.pdf

You can also find a virtual tour sustainability tour on UCSB's Interactive Campus Map, along with tours of Green Certified Offices, Green Certified Labs, Sustainability Researchers, Irrigation Types & Vegetation Types, LEED Buildings, Bike Parking & Lockers, CCBER Points of Interest, the lagoon , Electric Vehicle Parking & Charging, Zipcar Stations, Recycle+Compost Bins, and Hydration Stations.

**The website URL of the sustainability walking map or tour:**

http://legacy.ccber.ucsb.edu/education/walking_tour.pdf

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

The UCSB Transportation Alternatives Program (TAP) serves those who commute to UCSB by foot, skateboard, bicycle, bus, carpool, vanpool, or train. Their aim is to reduce traffic congestion, emissions, and the demand for parking on campus.

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

http://tap.ucsb.edu/

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

The Transportation Alternatives Bicycle Map shows campus bike paths and the locations of bike services — lockers, self-service tools, and air pumps. View the map here:

http://tap.ucsb.edu/PDF/bikepathandlockerlocations.pdf

The Interactive Campus Map also has a bike map and a map of bike parking and lockers. Bike Map:

http://link.map.geog.ucsb.edu/8q

Bike Lockers and Parking map:

http://link.map.geog.ucsb.edu/8r

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

http://tap.ucsb.edu/PDF/bikepathandlockerlocations.pdf

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

The UCSB Housing Office provides a Green Housing Guide that outlines green cleaning techniques with natural products; sustainable, local alternatives for grocery shopping; and methods for energy save and waste reduction. The Guide is divided up into sections that address parts of student's everyday life and include tips from move-in to move-out.
Green Guide for the Halls:

http://issuu.com/ucsbgreenguide/docs/green_guide_test

UCSB housing office also has a separate green guide for students living Isla Vista Apartments

http://www.housing.ucsb.edu/files/docs/residences/success-guide/sg-gogreen.pdf

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Housing & Residential Services' goals are to protect, preserve, and regenerate our environmental resources by implementing "Earth Friendly" practices and supporting UCSB on its way to becoming a sustainable community. Visit

http://www.housing.ucsb.edu/earth-friendly-living

to see how sustainability is incorporated into the residential experience.

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

http://issuu.com/ucsbhrsgreenguide/docs/green_guide_test

**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:**

While at UCSB we do not have a regular column or reporter assigned to sustainability, we do have regular coverage of sustainability in both of our main student newspapers, the Bottom Line and the Nexus (the main student newspaper).

http://thebottomline.as.ucsb.edu/

http://dailynexus.com/

UCSB sustainability website archives some of the sustainability articles published in the student newspapers on campus:

http://www.sustainability.ucsb.edu/news/

Here is an archive of some of the sustainability articles:

http://sustainability.universityofcalifornia.edu/documents/ucsbnews_091312.pdf

**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:**

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

The UC Santa Barbara Sustainability website provides several videos which promote sustainability awareness in our community. Since winter 2013, UCSB sustainability has been showing 15 to 30 second videos in all local movie theaters.

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

http://www.sustainability.ucsb.edu/sustainability-videos/

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

Yes

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

UCSB also runs sustainability DigiKnows (rotating slides displayed on digital screens in Residence Halls and Dining Commons) and posters.

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

http://www.sustainability.ucsb.edu/digiknows/

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**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):**
Green Campus' Yearly Dorm Energy Competition

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

This is a dorm vs. dorm energy conservation competition during which on-campus residences learn energy conservation tips and tools. To measure the impact of the campaign, the university compares dorm energy consumption during the months before the competition to the month of the competition, in addition to comparing energy use in prior years. There was a decrease in the amount of energy used in the months of the last competition.

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

In 2013 611 students participated in the energy conservation competition and 15,059 KWH of electricity was saved resulting in 10,300 (lbs) of avoided CO2e emissions.

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

http://www.housing.ucsb.edu/blog/gauchos-do-it-dark

**The name of the campaign (2nd campaign):**

Digiknows

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

UCSB sustainability has developed a series of Digiknows directed at informing students in Residential halls about sustainability on campus. A DigiKnow is a digital signage network comprised of screens located at the front desks of all eight residence halls, throughout the four Dining Commons, the Loma Pelona Multipurpose Building, the H&RS administrative office (1501 Residential Services), Westgate Apartments, and the San Clemente Villages Community Center and administrative office.

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

Although the direct impact of the campaign hasn't been directly quantified it has had a positive impacts.

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

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

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# Employee Educators Program

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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:**

4,394

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

Facilities Management Custodial Senior Leads Meeting

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

31

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

The employee educators are selected on the basis of their supervisory role in the Facilities Management Grounds Department. Each one of them is responsible for coordinating the daily tasks and projects within the department. An example are the Zone Leads who lead and supervise a team.

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

The Facilities Management Grounds Leads Meeting is a two-hour meeting that occurs every month. Attendees are provided with updates on projects, safety practices, sustainability initiatives and practices, and notes on how to better support the needs of the UCSB community. Each Lead staff member is trained in sustainability practices and resource conservation efforts. Employee educators are engaged in peer-to-peer sustainability outreach and education activities approximately 30 hours each year. Information presented at the meeting is relayed to the other staff members in the Facilities Management Grounds Department. The Refuse, Recycling & Water Efficiency Manager then visits each zone to ensure the sustainability practices are being implemented.

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

Each meeting is organized and led by the Associate Director for Landscaping and Custodial Services, the Facilities Management Grounds Superintendent, and the Refuse, Recycling, & Water Efficiency Manager.

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

http://www.sustainability.ucsb.edu/employee-educators-program/

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

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

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

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

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

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

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

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**Number of employees served by all other programs:**

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**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):**

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# Employee Orientation

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

## 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).

*"---" 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:**

3

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

All custodial staff receive the Green Cleaning presentation during orientation and also receive program updates on a monthly basis during their safety meetings. The Green Cleaning presentation provides information on Green Seal certified cleaners, as well as information on sustainable operations at UCSB, to custodial staff. Examples of this include information on: zinc-free floor cleaners, reduced reliance on plastic bags, developing a low-environmental impact cleaning policy, recycled content paper towels, and waterless urinals.
The link to the presentation can be found here:

http://facilities.ucsb.edu/_client/pdf/sustainability/green_operations/Sandoval_CSU_v2.pdf

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

http://www.sustainability.ucsb.edu/actions-staff-faculty/

# Staff Professional Development

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**Criteria**

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

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

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

The following training opportunities are not sufficient for this credit:

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

**Submission Note:**

Central Coast Summit Info:

http://www.sustainability.ucsb.edu/centralcoastsummit/

*"---" 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 :**

The University of California, Santa Barbara organizes the annual California Higher Education Sustainability Conference, a multi-day, inter-campus program that offers workshops and guest speakers that discuss campus sustainability efforts and goals. The 10th California Higher Education Sustainability Conference was hosted at the University of California, Santa Barbara in 2013.

Staff are also invited to attend the annual Central Coast Sustainability Summit where local municipalities and community organizations get together to share best practices and discuss common issues in energy, transportation, waste, and water management. The annual regional sustainability summit is free and open to all campus staff.

Sustainability is incorporated into a wide variety of other professional development programs as well, such as the Student Affairs annual divisional meeting. Sustainability coordinators also frequently offer guest lectures in departmental staff meetings and events.

**The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:**

---

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

http://www.sustainability.ucsb.edu/chesc/

# 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**

**William Norrington**
Editor
Geography

## 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 |
|---|---|
| **A. Supportive** | • *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)<br>• *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing<br>• *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement<br>• *Governance:* Campus and community leaders or representatives are engaged in program/project development |
| **B. Collaborative** | • *Scope:* 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)<br>• *Duration:* May be time-limited, multi-year, or ongoing<br>• *Commitment:* Institution provides faculty/staff, financial, and/or material support<br>• *Governance:* 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)<br>• *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change<br>• *Commitment:* Institution provides faculty/staff and financial or material support<br>• *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*.

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"---" *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:**

The Outreach Center for Teaching Ocean Science (OCTOS) is an educational outreach facility located on the UCSB campus. The entire building was recently accredited with LEED's Gold status. OCTOS is a project between UCSB and The National Oceanic and Atmospheric Administration's (NOAA) Channel Islands National Marine Sanctuary (CINMS). The goal of OCTOS is to inspire environmental stewardship of our ocean resources through education and conservation. OCTOS will have exhibits that demonstrate ways in which visitors can reduce their energy use and environmental impact. NOAA has had a 30-year partnership with UCSB, and the two have worked together through programs that promote marine education and community outreach.

**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):**

UCSB is a founding and active member of our regional Clean Cities Coalition, known as the Central Coast Clean Cities Coalition (C-5), which was formally designated by the U.S. Department of Energy in 2006. C-5 is a group of local stakeholders whose mission is to expand the use of alternative fuel vehicles and fueling infrastructure throughout the Central Coast. Arjun Sarkar, who works in UCSB Transportation Services as the university's Alternative Fuel Coordinator, was elected as Board Secretary of C-5 in 2013. Recently, UCSB has been working collaboratively with the group Plug-in Central Coast, an offshoot of C-5. The group was formed in 2011 and UCSB has been involved in the project since its inception. The goal of Plug-in Central Coast is to encourage and facilitate mass adoption of Plug-in Electric Vehicles (PEVs) in the San Luis Obispo, Santa Barbara, and Ventura counties. As a member of Plug-in Central Coast's Coordinating Council, UCSB has helped to develop the regional Electric Vehicle Readiness Plan, which addresses the challenge of providing charging infrastructure to support the growing number of people transitioning to electric vehicles. UCSB has provided staff time and input into the project and has been a leader in electric vehicle infrastructure deployment. Right now, the group is looking into the possibility of a DC fast charger on the UCSB campus.

**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:**

Each year, UCSB co-hosts the Central Coast Sustainability Summit in conjunction with the cities of Goleta, Santa Barbara, and Carpentaria; the County of Santa Barbara; and the Community Environmental Council. These six agencies collaboratively plan the agenda, choose the topics, and manage the ongoing initiatives. The goal of the summit is to encourage collaboration and sharing of best practices to help address some of the complex environmental issues in our region. We do this with the belief that our water shed, food shed and other resources do not follow the same jurisdictional lines that our local agencies do. In order to create programs that are sustainable, we have to collaborate across these lines. Conference topics from the year 2013 included green jobs (social/economic well-being), renewable energy (ecological health), buying local (economic prosperity), and collaborative volunteer management. Projects launched during the Conference continue year-round. Examples include the Multi-jurisdictional Renewable Energy Task Force, where we are currently exploring the feasibility of becoming our own utility to allow us to better secure renewable energy for our community through a community choice aggregation option. We also launched the cross-agency Volunteer Management Program, which enabled local non-profits to shift from a model of recruitment per organization to a collective model of joint recruitment to the environmental movement as a whole. In each project we take on, we look for opportunities to create deep and lasting changes that will be institutionalized long after the conference. We do this through policy development and by creating new community resources and lasting community partnerships. All of the events are open to the public, and the planning committee makes a conscious effort to identify and invite to the event organizations that would be affected or that represent individuals that will be affected by the issues being discussed. We also ask our partners to help us identify organizations outside our existing network. Information about the summit is posted on our public website, including copies of presentations. Participants include local government agencies, chambers of commerce, non-profit organizations, campuses, utility companies, and private companies. When new ongoing initiatives are launched through the summit, we give all participants of the broad public event the opportunity to determine if they feel that their organization (or the people their organization represents) would be a stakeholder and, hence, want to be integrally involved in the process, including its governance. All organizations that declare their interest in becoming an organizer in the ongoing efforts are welcomed to the process. UCSB contributes year round staff time, as well as approximately $1600 each year for the event. The 2014 conference will prospectively include the pressing topics of water and energy. Through the upcoming summit, we will continue to launch new county and region-wide, ongoing initiatives. The summit began in Fall 2011 and has continued since.

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

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**The website URL where information about sustainability partnerships is available:**

http://www.sustainability.ucsb.edu/communitypartnerships/

# Inter-Campus Collaboration

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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:**

Given the number of people at UCSB actively working on sustainability, it would be difficult to list every paper, guide, and presentation made available to other institutions. For this reason, we have chosen to share a few key examples rather than an exhaustive list:

UC –CSU-CC Sustainability conference Best Practice Award presentation (LA Tech), June 21, 2010 – Bonnie Crouse, Terry Thomas, Mark Rousseau, Megan Carney (ppt)

Conference: Association for the Advancement of Sustainability in Higher Education, 2010
Description: Discussed LEED and the Portfolio Program.
Presenter: Jordan Sager

Megan Carney, the coordinator for a student funded sustainable foods project, organized three Community Food Working group meetings on behalf of Residential Dining Services that included campus and community organizations and farmers. (2010-2011)

Panelist on NGFN Real Food Challenge Webinar on UCSB sustainability and real food – Oct. 21, 2010 – Bonnie Crouse (ppt)

Sustainable Champion presentation by Dr Cleveland for campus and Santa Barbara community – Oct 5 2010. Residential Dining had a display and posters of local produce as part of the program in which Dr. Cleveland was recognized for his outstanding achievements in food/food production research and community collaborations. Dr Cleveland is a UCSB professor and shared his knowledge, with the community as well as with representatives from local government agencies at this capstone event.

Conference: This Way to Sustainability (TWTS 2010)
Title: Implementing Sustainability in the Business and University Community: A Panel with SCOOP at CSU Chico and the UCSB PACES

Presenters: Katie Maynard, Eli Krispi, and Chris Murphy

Description: Learn how sustainability can be implemented in your work environment, whether it is on campus or a business in the community. You will hear from two initiatives, the Program for the Assessment and Certification for the Environment and Sustainability (PACES) at UCSB and Sustainable Consultation of Office Practices (SCOOP) at CSU Chico, which perform departmental assessments as a way to increase awareness of and action toward sustainable practices. Key topics that will be covered include the assessment process, integration with USGBC's LEED Certification standards (specifically LEED v2.0), and the successful collaboration between students, staff, and faculty to create measurable change.

Conference: California Higher Education Sustainability Conference (CHESC 2010)
Title: LEED for Existing Buildings Volume Certification
Presenter: Jordan Sager

Conference: USGBC Greenbuild (October 2010)
Title: LEED for Existing Buildings Volume Certification
Presenter: Jordan Sager

Conference: CA Green Campus Energy Efficiency Summit (February 2011)
Title: Energy Auditing for LEED
Presenter: Jordan Sager

Presentation: CA Green Campus Workshop (May 2011)
Title: Energy and Water Audit Training
Presenter: Jordan Sager

Conference: Association for the Advancement of Sustainability in Higher Education, 2011
Title: Academic Infusion of Sustainability: Leading Faculty and Curriculum Developers Share Best Practices
Presenters:Katie Maynard, UC Santa Barbara; Bob Koester, Ball State University; Bill Brown, Indiana University; Aurora Winslade, UC Santa Cruz; Renee Lafrenz, Alliance to Save Energy (moderator)
Description: Training emerging professionals about sustainability concepts needs to happen both in and out of the classroom in order to meet ambitious national workforce education and training goals. The process of approving college and university courses can take time, which delays a campus' ability to meet student and workforce demands. But, in the meantime, dedicated faculty and curriculum developers (e.g., sustainability directors and facilities managers who also teach) are developing best practices for infusing sustainability concepts into existing multi-disciplinary courses. These courses can range from those in the environmental science department to business, teaching, and engineering.

Leveraging the experiences of an expert panel from campuses nation-wide, this session will examine different techniques for academic infusion and course integration-- focusing specifically on energy efficiency. It will also provide a forum for curricula developers to meet one another to discuss the challenges they've encountered and lessons learned.

Conference: California Higher Education Sustainability Conference (CHESC 2011)
Titles: Sustainable Design Review for Laboratories; STEM Course Module: Introduction to Laboratory Buildings and Sustainable Research; Freezer Challenge: Are You Cool Enough?; Reducing Water Use in Campus Research Laboratories
Presenter: Amorette Getty
Description: Reducing Water Use in Campus Research Laboratories: This presentation focuses on the various methods that UC Santa Barbara utilizes in its water management operations throughout campus. She goes into depth on the methods of water transport, use, collection, and purification, including potable, industrial, and reclaimed water usage, reverse osmosis, and distilling and deionizing processes. Cost effective, longer lasting, and environmentally sustainable technologies and methods are also discussed, in addition to budget issues that may arise with improving the water management system of a campus.

Conference: California Higher Education Sustainability Conference (CHESC 2012)
Title: LEED for Homes
Presenter: Jordan Sager

Presentation: USGBC California Central Coast Chapter (June 2012)
Title: A Decade of LEED at UCSB
Presenter: Jordan Sager

Conference: California Higher Education Sustainability Conference (CHESC 2013)
Titles: Environmental Internship- Introducing Sustainable Food in Person; Tastings, Festivals, and Vendor Fairs; Sustainable Food Tracking- Online Sustainable Procurement Training Models
Food Waste Tracking
Presenter: Danielle Kemp
Titles: SPEED Energy Efficiency Project Demonstrations; Residence Hall Renovation and LEED Certification
Presenter: Jordan Sager
Title: UCSB Water Action Plan
Presenter: Matt O'Carroll

Conference: Central Coast Sustainability Summit, 2013
Title: Procurement of Local Produce- from Sole Source Agreement
Presenter: Danielle Kemp

Guides and Resources
UCSB shared our experience in building the first LEED for Homes project in the UC by making our LEED contact specifications available for other UC campuses. Additionally, Jordan Sager helped in providing a case study on the LEED in-house certification strategy for the Ocean Sciences Education Building at the UC system-wide sustainability steering committee at UCOP.

**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:**

UC Santa Barbara is a member of AASHE, USGBC, and ACUPCC. We have also signed the Talloires Declaration. UCSB LabRATS is a Labs21 Supporter.

Bonnie Crouse, the Assistant Director, Residential Dining Services, is a member of the Agricultural Futures Alliance of Santa Barbara County, National Association of College & University Food Services (NACUFS), and the Santa Barbara County Food Policy Group.

Amorette Getty, Postdoctoral Researcher, Material Research Laboratory, is co-founder and moderator of Green Labs Planning and Resource Group. She is also a member of the International Institute for Sustainable Laboratories, the UC-wide Laboratory Sustainability Checklist Development Committee, and the StoreSmart Sample Storage Coalition.

Danielle Kemp, the Dietitian, Residential Dining Services, has been a member of National Association of College & University Food Services (NACUFS) since 2011.

Matt O'Carroll, the Manager for Recycling, & Water Efficiency, Physical Facilities, is a member of the UCSB Sustainability Change Agent Waste Team, the UCSB Chancellor's Sustainability Subcommittee on Water, the American Planning Association - Central Coast Chapter, the Association of Environmental Professionals - Channel Counties Chapter, the U.S. Green Building Council (USGBC) California Central Coast Chapter (C4), the College University Recycling Council (CURC), and the Association of Physical Plant Administrators (APPA).

Jordan Sager, who works with the Physical Facilities division at UCSB, manages the LEED Green Building program and assists in the development of campus energy efficiency projects. Jordan is a co-founder of Santa Barbara's Emerging Green Builders organization and maintains a Regional Chair position in the California Central Coast Chapter of the US Green Building Council. Jordan also held a regional council position with the California Central Coast Chapter of the USGBC and chaired the Santa Barbara Emerging Professionals group where they organized trips, green building tours, and formal green building education programs. Jordan is also involved with the UC Climate Change Working Group and is chair of the UC Green Building Working Group.

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

UC Santa Barbara partners with colleges and universities throughout the state to implement the annual CA Higher Education Sustainability Conference. This is a partnership of the University of California, California Community Colleges, the California State University, and private and independent colleges. UCSB plays a central organizing role every year, including years where the conference is not physically hosted at UCSB. This conference highlights best practices of colleges and universities throughout the state related to environmental, social, and economic sustainability.

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

http://www.sustainability.ucsb.edu/intercampuscollaboration/

# Continuing Education

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**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

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**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.

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"---" *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:**
15

**Total number of continuing education courses offered:**
185

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

ENV S X489 Sustainability: A Green Building Overview

ENV S X489.1 Energy Sources: Their End Uses and Impacts

ENV S X489.2 Green Building Materials

ENV S X489.3 Waste Management and Green Purchasing

ESM X489.4 Strategic Waste management

ENV S X489.4 Sustainable Water Management

ENV S X489.5 Sustainable Planning and Site Design

ENV S X489.6 Sustainable Landscape: Principles of Ecological and Efficient Design

ENV S X489.12 Fire Smart Design for Green Building and Landscape

ENV S X489.7 Designing Sustainable Gardens with Native and Edible Plants

ENV S X489.15 Marketing and Branding for Sustainable Business and Organizations

ESM X489.16 Solar Energy Solutions: An Introduction to Harnessing the Power of the Sun

ESM X489.18 The Elements of a Green Business

ENV S X489.17 Introduction to Building Energy Modeling

ESM X489.7 Designing Sustainable Gardens with Native and Edible Plants

**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:**

The Green Building and Sustainable Design Professional Certificate Program is designed to give participants introductory knowledge of sustainable building practice and green building certification processes throughout the country. (Information on the LEED rating system is presented.) Some required courses for the program include: Water Management, Planning & Site Design, and Sustainable Landscaping. Elective courses for certification range from "Fire Smart Design" to "Marketing and Branding for Sustainable Business and Organizations" and vary every year as new ones are introduced. The program covers courses pertinent to design, construction, operation, and maintenance of green buildings, with particular attention to sustainability.

This certification program fulfills the eligibility requirements necessary to sit for the LEED Green Associate examination.

**Year the certificate program was created:**

2,010

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

http://extension.ucsb.edu/

# Community Service

**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**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:**

On page 9 of Appointment and Advancement policies and procedures on page 9 of this document there is a descriptive paragraph that reads:

"The bio-bibliographic update should include a list of the candidate's service (with dates) in departmental, Senate, and administrative capacities (including committee service), and of his/her formal service to the community or to
public agencies. Evaluation of the quality of his/her service in these areas is important. Recognition should be accorded faculty for able administration of faculty governance; it should also be accorded for able service to the community, state or nation. Contributions to student welfare, mentorship and to affirmative action efforts should be
recognized. Periods of service on various committees should be dated."

https://ap.ucsb.edu/policies.and.procedures/red.binder/sections/%5B1_75%5D%20Appointment%20and%20Advancement.pdf

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

**Number of students engaged in community service:**

10,022

**Total number of students :**

17,938

**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:**

248,274

**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:**

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**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:**

UCSB strives to develop and enhance relationships with its neighbors by providing community access to its resources. The UCSB campus hosts a variety of sporting, artistic, and educational events. It offers immense libraries and specialized research labs. UCSB also provides recreational programs and facilities for people of all ages.

UCSB's relationship with its community extends beyond the campus. Many faculty, staff, students, and graduates actively volunteer for local organizations. Their public service includes food drives, professional training, and health education. Members of the UCSB community also contribute to local social programs through Santa Barbara County United Way's Network for Caring. The list below is only a small portion of the total community service initiatives on campus

Here are a few of UCSB's employee Community service initiatives:
UCSB's United Way Campaign
Since 1923, the United Way of Santa Barbara County has been committed to making a difference in our community and working hard to ensure that contributions help local friends and neighbors in need. United Way of Santa Barbara County and its partners work to achieve community-driven 10-year goals, with a focus on the "United 2020 Goals": Education, Financial Stability, and Health.
UC Santa Barbara employees raised over $111,000 for the local community, as part of the campus's 2013 United Way campaign. Taking advantage of the opportunity to contribute to their community, hundreds of UCSB's volunteers and donors gave money, made presentations that convinced others to join or make donations, and raised funds with candy grams and special events. UCSB's campaign is one of the largest in Santa Barbara County.

http://www.ia.ucsb.edu/uw/partnering.aspxhttp

K-12 Outreach
The campus sponsors an extensive program of classroom presentations, tours, demonstrations, field trips, musical and dance performances, and other educational outreach efforts for K-12 schools.
For example, the Kids In Nature is an innovative and highly regarded program designed to enrich the learning experiences of underrepresented and underserved youth in our community with a yearlong dynamic combination of hands-on, inquiry-based, classroom activities, interactive custom-designed computer simulations, and field trips.

Inquiries: Cheadle Center for Biodiversity and Ecological Restoration, 805-893-2506
Web Site:

http://ccber.ucsb.edu/education/kin/


Educating Future Leaders
The Educating Leaders for the Future (ELF) Program inspires youth to pursue sustainable academic and career pathways. We do this through classroom presentations in local highschools and through after school programs. Sustainability is being integrated into every sector of our economy and every major in higher education, and yet not enough programs are preparing our youth for this shift. More youth will also be inspired to go to college when they learn how their studies can be relevant to their own lives. Sustainability is a great way to highlight this link. Our focus is on youth and families who have limited access to sustainability-based or environmental education.

http://www.sustainability.ucsb.edu/elf/


College Preparation
UCSB offers an array of programs designed to enhance students' awareness and preparedness for higher education. For example, the Santa Barbara Mathematics, Engineering, and Science Achievement Center (MESA) School Program addresses the historically low numbers of disadvantaged and low income students pursuing math- based majors in college. MESA provides academic/career awareness and preparation services for secondary students with high interests in math and science. The goal is for every participant to complete four years of college preparatory math and English, along with chemistry and physics, and to take the PSAT and SAT I&II before high school graduation. Functions involving students, their families, teachers, and staff include school site meetings and activities, field trips to college campuses, MESA day competitions, Academies, scholarships, and summer programs. Currently, more than 400 senior high school students and nearly 500 junior high school students are enrolled in the Santa Barbara and Ventura County Schools.http://www.ia.ucsb.edu/ps/college.aspx

Community Service


http://www.ia.ucsb.edu/ps/community.aspx


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

http://www.ia.ucsb.edu/ps/index.aspx

# Community Stakeholder Engagement

## Responsible Party

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**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:**

In 2010, UCSB reached a cooperative agreement with Sustainable University Now (SUN) that ensures that community stakeholder engagement is applied systemically and regularly across the institution's activities. SUN is a coalition made up of community groups, including Citizen's Planning Association (CPA), the Coalition for Sustainable Transportation (COAST), the Santa Barbara League of Women Voters, the Santa Barbara County Action Network (SBCAN), the SBCAN Action Fund, and the Santa Barbara Audubon Society. The agreement sets forth methods for active engagement of SUN in the Campus's planning and development efforts, capital investment projects, and other decisions that affect the larger community through the following forms of support/representation:
a. The appointment of a SUN-designated community organization (ex officio) representative to the Campus Sustainability Committee;
b. The appointment of SUN-designated community organization (ex officio) representatives to Campus-Wide Sustainability Change

Agent committees;

c. The appointment of a SUN-designated community organization representative to serve as an ex-officio member of TAB; and

d. The appointment of a SUN-designated community organization representative to serve as an ex-officio member of the Parking Ratepayers Board.

UCSB does not have any established policies with which to identify stakeholders; however, any community group can join SUN if they feel that they are not being engaged and or are under-represented.

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

UCSB's is very active in engaging our stakeholders, especially within Housing & Residential services. We engage them in our planning in almost every area, but particularly in the area of student housing and dining facilities.

For example, we have held many design charrettes over the past 4 years, engaging students in our efforts to fine tune programming needs before we build the San Joaquin Apartments on the Santa Catalina site.

Also, we are currently running an MTD/Housing partnership survey of students to find ways to improve bus service to existing residents, as well as to prepare for over 1500 new students coming with the Sierra Madre (515) and San Joaquin (1000) projects.

Here is the draft site underway for the bus survey –

https://info.housing.ucsb.edu/mtd_bus_survey.aspx

We are also engaged with homeowners associations and the City of Goleta. Our Director of Residential & Community Living, Jill Hurd, along with our Community Housing officer Roane Akchurin, has been attending the IV Homeowners Association to talk about the campus's housing projects. The Storke Ranch Homeowners Association has been invited via their property management company Bartlein as well as by individual postcard invitations to our various design charrettes in the past and has had a strong presence for the past few years in the process. The local homeowners (at Storke Ranch and north of the Sierra Madre project) are currently engaged in our San Joaquin EIR review with the Coastal Commission, coordinated by the Planning office.

As part of many daylong meetings with our architects and consultants, the City of Goleta has been engaged in the same process; in fact, this group often has had their lunch meetings in the Santa Catalina conference rooms, along with the county and COAST safe routes to school groups, as well as the principal of IV school.

**List of identified community stakeholders:**

City of Goleta, IV homeowners Association, Stork Ranch Home Owners Association, The coastal Commission, COAST safe routes to school groups, and Sustainable University Now (SUN)

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

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

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# Participation in Public Policy

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**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

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**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.

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**Submission Note:**

Additional links:
The website for SGR is:
http://www.ucop.edu/state-governmental-relations/index.html

The website for FGR is:
http://www.ucop.edu/federal-governmental-relations/index.html

"---" *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:**

The University of California works on a systemwide level (all 10 campuses plus the Office of the President) in this area. UC Santa Barbara has a Government Relations Office that coordinates closely with our State Governmental Relations at The University of California, Office of the President (UCOP) -

http://www.ucop.edu/state-governmental-relations/

- as well as our Federal Governmental Relations Office located in Washington, D.C. -

http://www.ucop.edu/federal-governmental-relations/

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The Office of Governmental Relations serves as UC Santa Barbara's liaison to federal, state, and local elected officials and public agencies. They work closely with the University of California's Office of the President, the State Governmental Relations office in Sacramento, and the Federal Governmental Relations office in Washington, D.C. to establish public understanding and support for the University's teaching, research, and public service missions.

State Governmental Relations (SGR) serves to advance understanding and support for UC's tripartite mission of teaching, research, and public service. As UC's principal representative to state elected officials and state agencies in Sacramento, they represent university positions on legislative, budgetary, and policy matters.

The University of California's Office of Federal Governmental Relations is located at the UC Washington Center in Washington, DC. As the largest public research institution in the world, the university engages in numerous partnerships with federal education, health care, and research agencies. Working with Congress, the administration, federal agencies, and national organizations, we advocate for the university and its missions in education, research, and public service.

Below is a list of items the University of California has advocated over the last year:

AB 39 Skinner (D) Senate Inactive File - File No. A-49 Extends the operation of the Energy Conservation Assistance Act of 1979 that requires the State Energy Resources Conservation and Development Commission to administer the State Energy Conservation Assistance Account, a continuously appropriated account to provide grants and loans to local governments and public institutions to maximize energy use savings.

AB 78 Budget Cmt Senate Inactive File - File No. A-8 Appropriates funds from the Job Creation Fund to the Workforce Investment Board for grants to eligible organizations preparing disadvantaged youth and veterans for specified employment. Transfers moneys from the fund to the Education Subaccount to the Energy Commission for loans for eligible projects and technical assistance and to local education entities and community colleges. Requires entities receiving moneys from the fund to submit reports on projects, training, and jobs.

AB 489 Skinner (D) Senate Appropriations Committee Repeals the provision requiring the Energy Commission to fund activities from the Federal Trust Fund consistent with the federal American Recovery and Reinvestment Act of 2009 or other sources of nonstate funds available to the commission.

AB 2045 Rendon (D) Assembly Utilities and Commerce Committee Enacts the Non-Residential Real Property Energy Retrofit Financing Act of 2014. Provides financial assistance through the issuance of revenue bonds, to owners of eligible real properties. Requires that the bonds be secured by the recording of an energy remittance repayment agreement lien.

AB 2415 Ting (D) ASSEMBLY Requires the State Energy Resources Conservation and Development Commission to develop and administer an electric vehicle charging station matching grant program to provide financial assistance to cities, counties, and a city and county for the installation of electric vehicle charging stations at public on-street parking locations.

AB 2434 Gomez (D) ASSEMBLY Provides an exclusion from gross income any amount received as a rebate, voucher, or other financial incentive issued by a local water or energy agency or supplier for expenses incurred to participate in a water or energy conservation program.

SB 267 Pavley (D) Assembly Natural Resources Committee Requires the State Energy Resources Conservation and Development Commission to develop and administer a financial assistance program to assist the California Community Colleges, the California State

University and the University of California with energy efficiency and clean energy onsite generation projects. Requires the commission to develop and adopt specific guidelines for the program. Appropriates funds from the Clean Energy Job Creation Fund to the commission therefor.

SB 628 Beall (D) Senate Inactive File - File No. A-56 Eliminates the requirement of voter approval for the adoption of an infrastructure financing plan, the creation of an infrastructure financing district, and the issuance of bonds with respect to a transit priority project. Requires a specified percentage of the revenue for increasing, improving, and preserving the supply of lower and moderate-income housing. Requires a low-income housing replacement ordinance.

SB 1156 Steinberg (D) Senate Governance and Finance Committee Imposes a carbon tax of an unspecified amount per ton of carbon-dioxide-equivalent emission on suppliers of fossil fuels.

SB 1195 Padilla (D) Senate Energy, Utilities and Communications Committee Amends existing law that requires the Independent System Operator, within 6 months after receiving approval for its operation by the Federal Energy Regulatory Commission, to provide a report to the legislature and the Electricity Oversight Board containing specified matter. Repeals this reporting requirement.

SB 1204 Lara (D) Senate Transportation and Housing Committee - 04/08/2014 1:30 pm - John L. Burton Hearing Room (4203) Creates the California Clean Truck and Bus Program, to be funded from cap and trade revenues, to fund zero- and near-zero emission truck and zero-emission bus technology and related projects, with preference to be given to projects in disadvantaged communities.

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

Below is a list of items the University of California has advocated over the last year:

AB 39 Skinner (D) Senate Inactive File - File No. A-49 Extends the operation of the Energy Conservation Assistance Act of 1979 that requires the State Energy Resources Conservation and Development Commission to administer the State Energy Conservation Assistance Account, a continuously appropriated account to provide grants and loans to local governments and public institutions to maximize energy use savings.

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program.

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

N/A


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

http://www.ia.ucsb.edu/govrel/index.shtml

# Trademark Licensing

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**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

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**Criteria**

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

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**Submission Note:**

For listing of UCSB's membership in the Worker Rights Consortium, see
http://www.workersrights.org/about/as.asp

For listing of UCSB's membership in the Fair Labor Association, see
http://www.fairlabor.org/affiliates?page=16

For listing of UCSB's membership in the WRC's Designated Suppliers Program, see
http://www.workersrights.org/about/as.asp

http://www.ucop.edu/news/archives/2002/jan10art1.htm

UC Supports Work Standards
The University of California intends to join the Fair Labor Association while continuing its membership in the Worker Rights Consortium, two organizations that maintain oversight of working conditions for the manufacture of various products, announced the Office of the President.
The action is part of UC's ongoing effort to improve labor practices in companies that produce consumer products bearing the University's logos and trademarks, said Joseph P. Mullinix, UC senior vice president for business and finance. The University has licenses with more than 200 companies, including Adidas, Gear for Sports, Jansport, and Nike.
Since August 1998, UC has followed a code of conduct for trademark licensees that manufacture consumer products bearing University logos and trademarks. The code specifies for University licensees and contractors minimum workplace standards and practices related to legal compliance, ethical practices, and employment standards. In January 2000, the University strengthened its code as a result of suggestions from an advisory group of faculty, students, and administrators.
A copy of the UC code of conduct is available at
http://www.ucop.edu/ucophome/coordrev/policy/1-05-00code.pdf
.
"Assuring compliance with our code requires open and honest dialog with manufacturers and workers, and a system of monitoring workplace conditions," Mullinix said. "Currently, there is no fully developed monitoring program on which the University can rely to assure licensee compliance with the code.
"However," he added, "the University is committed to work energetically towards a system that provides an assurance that compliance is being achieved….The University is looking forward to working with both the Worker Rights Consortium and Fair Labor Association on these important issues," said Mullinix.

Two additional useful links:

http://policy.ucop.edu/doc/3000130/CodeTrademarkLicensees

http://www.policy.ucsb.edu/policies/logo/

"---" *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? :**

No

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

http://www.ucop.edu/news/factsheets/trademark.pdf

# Hospital Network

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

**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.

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

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

No

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

No

**Is the institution a member of Practice Greenhealth?:**

Yes

**A brief description of the hospital's sustainability initiatives:**

UCSB's Student Health protects the long-term well-being of the community by responsibly using the resources entrusted to it and by promoting global thinking and local action. The Center for Environmental Efficiency and Design retro-commissioned the facility. Plans for 2014-15 include installing two Hydration Stations and improving the current recycling program.

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

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# 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.

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**From the institution:**

The University of California, Santa Barbara was an early adopter of climate reporting, having used the California Climate Action Registry since 2004. In March 2007, University of California (UC) President Robert C. Dynes signed the American College and Universities Presidents' Climate Commitment (ACUPCC) on behalf of all UC Chancellors. The UC Policy on Sustainable Practices sets system-wide policy guidelines and implementation procedures for environmental impact minimization and operational sustainability.

In accordance with the above initiatives, the University of California, Santa Barbara (UCSB) created a Climate Action Plan (CAP), approved by the Chancellor's Campus Sustainability Committee in August 2009. The 2009 CAP was drafted with the best available data and methodology. It was intended to establish an institutional framework for the inventorying, annual tracking, and strategic reduction of GHG emissions, to be updated on a biennial basis. The 2012 CAP included revised GHG emissions baselines and reduction goals, as well as updated GHG emissions inventory results through calendar year 2010. Additionally, it included GHG emissions from commuting and University-funded air travel. The 2014 CAP includes GHG emissions inventory results through calendar year 2012, mitigation strategies for reaching 1990 levels by 2020 and carbon neutrality by 2025, as well as revised emissions forecasts. UCSB has achieved the 2014 reduction target two years early and is projected to meet the 2020 emissions reduction target.

| Credit |
| --- |
| Greenhouse Gas Emissions |
| Outdoor Air Quality |

# Greenhouse Gas Emissions

**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**Criteria**

*Part 1*

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

*Part 2*

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

*Part 3*

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

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

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

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

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

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

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

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

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

Yes

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

|  | Yes or No |
|---|---|
| **Business travel** | Yes |
| **Commuting** | Yes |
| **Purchased goods and services** | 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:**

The Climate Registry Information System (CRIS) tool is used to complete the GHG emissions inventory of the University of California, Santa Barbara. CRIS is The Climate Registry's online greenhouse gas (GHG) calculation, reporting, and verification tool. CRIS also provides public access to The Registry's verified emission reports.

http://www.theclimateregistry.org/climate-registry-information-system-cris/

**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:**

Our GHG emissions inventory is validated through The Climate Registry, a nonprofit collaboration among North American states, provinces, territories, and Native Sovereign Nations that sets consistent and transparent standards to calculate, verify, and publicly report

greenhouse gas emissions in a single registry.

http://www.theclimateregistry.org/

**Scope 1 and Scope 2 GHG emissions::**

| | Performance Year | Baseline Year |
|---|---|---|
| **Scope 1 GHG emissions from stationary combustion** | 21,204.32 *Metric Tons of CO2 Equivalent* | 17,893 *Metric Tons of CO2 Equivalent* |
| **Scope 1 GHG emissions from other sources** | 1,421.84 *Metric Tons of CO2 Equivalent* | 1,091 *Metric Tons of CO2 Equivalent* |
| **Scope 2 GHG emissions from purchased electricity** | 28,746.27 *Metric Tons of CO2 Equivalent* | 39,581.47 *Metric Tons of CO2 Equivalent* |
| **Scope 2 GHG emissions from other sources** | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |

**Figures needed to determine total carbon offsets::**

| | Performance Year | Baseline Year |
|---|---|---|
| **Institution-catalyzed carbon offsets generated** | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |
| **Carbon sequestration due to land that the institution manages specifically for sequestration** | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |
| **Carbon storage from on-site composting** | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |
| **Third-party verified carbon offsets purchased** | 902 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |

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

The University of California, Santa Barbara strives to offset greenhouse gas emissions through various activities and programs within UCSB and the greater Santa Barbara area. The University has a Greenhouse and Garden Project that promotes the growth of pesticide-free, organic produce that can be utilized by community members. UCSB also partners with local environmental education groups in order to promote greenhouse gas reduction strategies to the public. Another source is The Green Initiative Fund (TGIF) which funds projects that show GHG reductions.

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

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**A brief description of the composting and carbon storage program:**

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

These offsets were purchased for achievement of LEED certification for two Existing Buildings projects, Ellison Hall and Santa Rosa Hall. Green-e certified Renewable Energy Certificates were purchased from Renewable Choice Energy for this project.

**Figures needed to determine "Weighted Campus Users"::**

| | Performance Year | Baseline Year |
|---|---|---|
| **Number of residential students** | 8,101 | 4,048 |
| **Number of residential employees** | 87 | 0 |
| **Number of in-patient hospital beds** | 0 | 0 |
| **Full-time equivalent enrollment** | 20,562 | 19,962 |
| **Full-time equivalent of employees** | 4,267 | 4,341 |
| **Full-time equivalent of distance education students** | 387 | 390 |

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

| | Start Date | End Date |
|---|---|---|
| **Performance Year** | Jan. 1, 2012 | Dec. 31, 2012 |

| Baseline Year | Jan. 1, 2000 | Dec. 31, 2000 |
|---|---|---|

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

The GHG Baseline was selected to align with our Climate Action Plan and existing UC policy which set a goal of all campuses reducing their emissions to 2000 levels by 2014.. In March 2007, University of California (UC) President Robert C. Dynes signed the American College and Universities Presidents Climate Commitment (ACUPCC) on behalf of all UC Chancellors. ACUPCC membership requires development of a Climate Action Plan to establish strategic Greenhouse Gas (GHG) reduction measures, as well as to set a target date for climate neutrality.

The UC Policy on Sustainable Practices sets system-wide policy guidelines and implementation procedures for environmental impact minimization and operational sustainability, including the following provisions regarding Climate Protection Practices:
• With an overall goal of reducing GHG emissions while maintaining enrollment accessibility for every eligible student, enhancing research, promoting community service, and operating campus facilities more efficiently, the University will develop a long term strategy for voluntarily meeting the State of California's goal, pursuant to California Assembly Bill 32 (AB32), The California Global Warming Solutions Act of 2006, that is, by 2020, to reduce GHG emissions to 1990 levels.
• The University will pursue the goal of reducing GHG emissions to 2000 levels by 2014.
• The University will develop an action plan for becoming climate neutral which will include a feasibility study for meeting the 2014 and 2020 goals (and) a target date for achieving climate neutrality as soon as possible while maintaining the University's overall mission.

**Gross floor area of building space, performance year:**

8,303,470 *Square Feet*

**Floor area of energy intensive building space, performance year:**

| | Floor Area |
|---|---|
| **Laboratory space** | 763,324 *Square Feet* |
| **Healthcare space** | 14,532 *Square Feet* |
| **Other energy intensive space** | 4,746 *Square Feet* |

**Scope 3 GHG emissions, performance year::**

| | Emissions |
|---|---|
| **Business travel** | 27,684 *Metric Tons of CO2 Equivalent* |
| **Commuting** | 12,801 *Metric Tons of CO2 Equivalent* |

| | |
|---|---|
| **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)** | --- |

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

Only Air travel and Commuter emissions were included under scope 3 emissions

**A copy of the most recent GHG emissions inventory:**

analysis-and-reports-GHG-2012.pdf

**The website URL where the GHG emissions inventory is posted:**

http://www.sustainability.ucsb.edu/planning-for-the-future/climate-action-plan/

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

UC Santa Barbara has pursued aggressive energy efficiency and conservation efforts over the last few years which have allowed the campus to achieved the 2014 reduction target of 2000 emissions levels two years early.

# Outdoor Air Quality

**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**Criteria**

*Part 1*

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

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

*Part 2*

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

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

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

Yes

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

As a move to improve outdoor air quality and reduce emissions, 95% of the vehicles purchased for light duty work should be alternate fuel and/or ultra efficient vehicles (35.5 mpg or higher) by 2016. The department making the purchase of the vehicle will choose a vehicle that has the lowest CO2 impact (preferably all electric), while meeting performance and budgetary constraints. With bicycles, all new buildings have to have a plan to incorporate bike paths and bike racks to encourage a more sustainable form of transportation. The UC subsidizes public transportation passes for faculty and includes the fee in tuition for students, and there is a Carpool Match Service that is available twenty-four hours per day as well.

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

No

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

We haven't completed an air emissions inventory

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

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

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

---

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

---

# Buildings

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

**From the institution:**

The University of California, Santa Barbara began working with the USGBC in the pilot version of LEED NC in 1998. Donald Bren Hall, the first laboratory building in the U.S. to achieve a Platinum certification, was completed in 2002. That same year, Chancellor Henry T. Yang implemented the LEED Silver criteria for all New Construction (NC). Since then, UCSB has continued an active partnership with the USGBC to develop the LEED portfolio program. We are currently in the process of certifying 25 LEED EBOM buildings within a 5 year window, in addition to attaining certification for all new construction at the LEED gold level.

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

# Building Operations and Maintenance

**Responsible Party**

**Jordan Sager**
LEED Program Manager
Physical Facilities

**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:**

IPM Flyer:
http://ehs.ucsb.edu/units/envhlth/ehrsc/envirhealthpdf/ihantflyer-hrs.pdf

"---" *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:**

2005 Girvetz Hall-Silver
2008 Recreation Center-Silver
2008 Multi Activity Center-Silver
2009 Bren Hall-Platinum
2010 Life Sciences Building-Silver
2011 Marine Science Research Building-Gold
2011 Harder Stadium Office Annex-Silver
2011 Kohn Hall-Silver
2011 Materials Research Laboratory-Certified
2012 Ellison Hall
2012 San Clemente Villages


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

5,234,893 *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)** | 40,033 *Square Feet* |
| **3rd Highest Level (e.g. LEED Silver)** | 305,985 *Square Feet* |
| **2nd Highest Level (e.g. LEED Gold)** | 546,128 *Square Feet* |

| | |
|---|---|
| **Highest Achievable Level (e.g. LEED Platinum)** | 88,387 *Square Feet* |

**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:**

0 *Square Feet*

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

4,254,360 *Square Feet*

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

UCSB Sustainability Policies.pdf

**The date the guidelines or policies were formally adopted:**

Aug. 27, 2013

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

In order to maintain sustainable practices, the university enforces a number a policies and regulations. Through the use of the UCSB Low Environmental Impact Cleaning Policy, it ensures that all buildings on campus are cleaned with products that meet Green Seal 37 certification, i.e., which contain low or no volatile organic compounds. The Facilities Management Department utilizes xerophytic vegetation that is adaptive to the Santa Barbara climate and requires little or no additional irrigation beyond average rainfall. Furthermore, they use fertilizer from organic agave and measure the phosphorus run off from the fields to maintain safe levels. The Integrated Pest Management Program deals with intrusive plants and animals through their tactics of habitat modification, exclusion, sanitation, baiting, and, monitoring. They only use pesticides when necessary for source or spot treatment outdoors. Furniture is supplied using the cradle to cradle purchasing standard. This is a method that is essentially waste free. The University buys recycled and energy efficient products that adhere to Energy Star, Epeat, Greenguard, Green Seal, and WaterSense certifications. There is no smoking allowed on UCSB managed property.

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

The University of California, Santa Barbara is one of three universities in the U.S. participating in the pilot phase of the LEED Portfolio Program. The campus plans to certify 25 existing buildings by the end of 2012. In 2002, Chancellor Yang instituted a campus practice, stating that all new buildings commissioned after July 1, 2004, must meet a minimum of LEED Silver. Recently, the Chancellor's Sustainability Committee at UCSB established a new interim policy that all buildings commissioned after July 1, 2010, must meet a minimum of LEED Gold.

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

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

# Building Design and Construction

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**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

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**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:**

In 2011, we also certified North Campus Faculty Housing under LEED for HOMES version 3.0 and received Gold level certifications for the multifamily units and Silver level certification for the single family units.

"---" *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:**

2002 Bren Hall-Platinum
2006 Marine Science Research Building-Certified
2008 Student Resource Building-Silver
2009 San Clemente Villages-Gold
2010 Education-Silver
2010 Social Science & Media Std-Silver
2010 Pollock Theater-Silver
2010 Engineering II Addition-Gold
2011 Tiption Meeting House-Platinum
2013 OSEB
2011 North Campus Housing Phase 1
2013 Santa Rosa Residential Hall

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

1,056,900 *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)** | 60,836 *Square Feet* |
| **3rd Highest Level (e.g. LEED Silver)** | 299,683 *Square Feet* |
| **2nd Highest Level (e.g. LEED Gold)** | 509,383 *Square Feet* |

| | |
|---|---|
| **Highest Achievable Level (e.g. LEED Platinum)** | 92,387 *Square Feet* |

**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:**

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

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

94,611 *Square Feet*

**A copy of the guidelines or policies :**

**The date the guidelines or policies were adopted:**

July 1, 2010

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

The University of California (UC) Green Building Design Policy for new construction requires campuses to meet a "minimum standard equivalent to a LEED™ NC Silver rating." LEED™ NC stands for US Green Building Council's Leadership in Energy and Environmental Design (LEED™) for New Construction (NC). UC's policy also directs campuses to "…strive to achieve a standard equivalent to a LEED™ NC Gold rating or higher, whenever possible…"

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

To ensure compliance with green building design and construction guidelines and policies, the University of California, Santa Barbara has adopted its own campus-wide policy. In 2002, UCSB adopted a campus policy stating that all new buildings commissioned after July 1, 2004, must meet a minimum of USGBC's LEED Silver certification. In 2010, the Chancellor's Sustainability Committee established a new policy that all buildings commissioned after July 1, 2010, must meet a minimum of LEED Gold.

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

http://www.policy.ucsb.edu/policies/policy-docs/sustainable-guidelines-interim.pdf

# Indoor Air Quality

## Responsible Party

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**Criteria**

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

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

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

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

8,335,240 *Square Feet*

**Gross floor area of building space:**

8,335,240 *Square Feet*

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

The University of California, Santa Barbara's Indoor Air Quality (IAQ) program is comprised of industrial hygienists and safety professionals from UC campuses and UC National Laboratories. At UCSB, the IAQ program covers the entire campus and all buildings and strives to investigate and correct any discomfort or adverse health effects suffered by building occupants.

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

http://ehs.ucsb.edu/units/ih/ihrsc/iaq.html

# 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.

---

**From the institution:**

The staff at Dining Services began their sustainability work back in 2002. They worked on contracts with local farmers and tested various methods for providing locally grown organic food. Over the years, these relationships have grown, and we now offer a good variety of locally grown organics fruits, vegetables, chicken, eggs, and fish. Our Head Chef and Dietitian have also developed the "UCSB Dining Seasonal Produce" calendar of local offerings so the staff know when different items will be in season.

| Credit |
| --- |
| Food and Beverage Purchasing |
| Low Impact Dining |

# Food and Beverage Purchasing

**Responsible Party**

**Matthew O'Carroll**

Graduate Student

Bren School of Environmental Science & Management

**Criteria**

*Part 1*

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

 • Local and community-based

 And/or

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

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

Local community- based products:

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

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

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

*Part 2*

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

"---" *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:**

35

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

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

Dairy, baked goods, fish, produce (vegetables/ fruit), staples, coffee and tea.

**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:**

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**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:**

UCSB's Residential Dining Services is taking strides to protect, preserve, and regenerate our environmental resources by practicing "Earth Friendly" food habits and helping UCSB on its way to becoming a sustainable community. It is our hope that these initiatives will have a positive impact on our local environment and will make a difference in the lives of those who pass through our doors year after year. Our commitments to customers include purchasing from vendors who have a proven track record of environmental responsibility, participating in the Santa Barbara Sustainable Seafood Program as a certified member, and switching to "green," bio-based cleaning products that have a low environmental impact.

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

Expenditures on animal products are tracked on a daily basis through an Excel document, where tracked categories include but are not limited to: Item ID; Item Name; Vendor; Cost; Conventional; Sustainable; Note; Locally Grown, Processed, Distributed; 150 miles; Local + Sustainable; 250 miles; USDA.

**Total annual food and beverage expenditures:**

8,694,388 *US/Canadian $*

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

|  | Present? | Included? |
|---|---|---|
| **Dining operations and catering services operated by the institution** | Yes | Yes |
| **Dining operations and catering services operated by a contractor** | No | No |
| **Franchises** | Yes | No |
| **Convenience stores** | Yes | Yes |
| **Vending services** | Yes | Yes |
| **Concessions** | Yes | Yes |

**Has the institution achieved the following?:**

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

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

UCSB's Root 217 touts a menu of fresh, local, organic, and sustainable choices, as well as providing customers with 100% compostable disposables. Organic and free-range chicken is used, as well as grass-fed beef, hormone-free beef, and fish certified by the Monterey Bay Aquarium Seafood Watch.

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

http://www.housing.ucsb.edu/dining/earth-friendly-dining.htm

# Low Impact Dining

**Responsible Party**

**Matthew O'Carroll**

Graduate Student

Bren School of Environmental Science & Management

**Criteria**

*Part 1*

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

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

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

     Or

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

*Part 2*

Institution:

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

     And

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

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

**Submission Note:**

Additional information can be found in the 2013 Annual Sustainable Food Report

http://www.sustainability.ucsb.edu/wp-content/uploads/2012_2013AnnualSustainableFoodReport11_13
_13.pdf

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

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

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

Expenditures on animal products are tracked on a daily basis through an Excel document, where tracked categories include but are not limited to: Item ID; Item Name; Vendor; Cost; Conventional; Sustainable; Note; Locally Grown, Processed, Distributed; 150 miles; Local + Sustainable; 250 miles; USDA.

**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"):**

UCSB Dining Commons offers students complete-protein and vegan options. Our mission is to promote a healthy lifestyle and increase an innovative variety of high quality, fresh, and seasonal plant-based meal options to our students. In order to assist students with dietary preferences, the University uses NetNutrition. NetNutrition is an online dietary tool that allows individuals to view nutritional information about items and filter food-based dietary preferences, such as vegan or vegetarian, by dining location. For those pursing a vegan diet, there are vegan options for every meal in all on-campus dining commons.

UCSB's NetNutrition:

http://netnutrition.housing.ucsb.edu

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

To reduce the impact of its animal-derived food purchases, UCSB strives to buy meat that is locally-sourced and produced in a humane manner. Educational and promotional material are also disseminated during Sustainability Week and Nutrition Week. A piece on the impacts of meat, titled "What's the big deal about a burger?" was promoted this past year to educate the UCSB community on the impacts of meat.

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

http://www.housing.ucsb.edu/dining/earth-friendly-dining

**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.

---

**From the institution:**

In the late 1990's, the University of California, Santa Barbara's Energy team began implementing aggressive energy efficiency measures, such as de-lamping, HVAC upgrades, lighting retrofits, metering, building commissioning, and installation of chilled water loops. As a result, UCSB has reduced its per square foot electricity use by 30 percent, reflecting a $3.88 million annual savings in 2011 dollars since peaking in 1998/1999. This savings can be attributed in large part to the Strategic Energy Partnership, increased efficiency standards in new construction at UCSB, and increasing the campus community's awareness concerning energy conservation.

Total natural gas use per square foot has been reduced by 17 percent, reflecting a $520,000 annual savings in 2011 dollars, since peaking in 1998/1999. Natural Gas prices have dropped in recent years and are anticipated to remain relatively consistent for the next 1-2 years, at which point the AB32 Cap & Trade compliance costs faced by Investor Owned Utilities are anticipated to result in an increase in commodity rates for natural gas.

UCSB will continue to implement energy conservation projects under the SEP. Physical Facilities and Design & Construction Services will work closely with the Division of Student Affairs to develop on-campus renewable energy generation capacity under that Division's Renewable Energy Initiative.

The campus has identified offsite renewable energy generation as a strategy for offsetting rising electrical costs and meeting short- and mid-term greenhouse gas reduction targets, and it will explore this option in conjunction with the Office of the President and several UC Campuses.

| Credit |
| --- |
| Building Energy Consumption |
| Clean and Renewable Energy |

# Building Energy Consumption

**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**Criteria**

*Part 1*

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

*Part 2*

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

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

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

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

|  | Performance Year | Baseline Year |
|---|---|---|
| **Total building energy consumption** | 725,734.77 *MMBtu* | 614,263.42 *MMBtu* |

**Purchased electricity and steam:**

|  | Performance Year | Baseline Year |
|---|---|---|
| **Grid-purchased electricity** | 326,796.26 *MMBtu* | 278,170.26 *MMBtu* |
| **District steam/hot water** | 0 *MMBtu* | 0 *MMBtu* |

**Gross floor area of building space::**

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

| Gross floor area | 8,303,470 *Gross Square Feet* | 4,772,310 *Gross Square Feet* |
| --- | --- | --- |

**Floor area of energy intensive space, performance year::**

| | Floor Area |
| --- | --- |
| Laboratory space | 763,324 *Square Feet* |
| Healthcare space | 14,532 *Square Feet* |
| Other energy intensive space | |

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

| | Degree Days |
| --- | --- |
| Heating degree days | 2,440 |
| Cooling degree days | 195 |

**Source-site ratios::**

| | Source-Site Ratio (1.0 - 5.0; see help icon above) |
| --- | --- |
| Grid-purchased electricity | 3.10 |
| District steam/hot water | 1 |

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

| | Start Date | End Date |
| --- | --- | --- |
| Performance Year | Jan. 1, 2012 | Dec. 31, 2012 |
| Baseline Year | Jan. 1, 2000 | Dec. 31, 2000 |

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

It was chosen to align with our GHG baseline because of the direct link between energy use and GHG emissions. This aligns with the UC policy on sustainability practices that set a campus-wide goal of reducing GHG emissions to 2000 levels by 2014.

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

The University of California, Santa Barbara's campus building automation system, Johnson Controls Metasys, monitors mechanical, electrical, and utility metering systems in most large buildings on campus. There are hundreds of points throughout the buildings measuring the environmental conditions, utility consumption, and operational status of various mechanical systems. UCSB Energy Services staff use sequences of operation, including occupancy and schedule-based thermal controls.

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

LED technology is in place in many applications at UCSB, including indoor and roadway lighting, traffic signals, and exit signs.

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

The campus building automation system, Johnson Controls Metasys, monitors the operational status of various lighting systems. UCSB Energy Services staff use sequences of operation, including occupancy sensors and photosensors, to control lighting.

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

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

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

None

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

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

The UCSB Energy Management System, McKinstry Enterprise Energy Management Suite, monitors utility metering systems in most large buildings on campus. There are hundreds of meters across the campus measuring electricty, natural gas, and chilled water.

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

The University purchases Energy Star ® appliances and equipment to replace old equipment so long as they meet the required performance standards. High-value purchases are weighted with energy efficiency, quantity of recycled content, proximity of

manufacturer to UCSB, low or no VOC content, manufacture waste stream data, and price points when making the final decision. Purchased computers are required to have, at the minimum, a Bronze EPEAT ® rating, with preference for higher rated products.

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

The University plants xerophytic vegetation that requires little to no irrigation. Landscape waste is collected, mulched, and returned for use in campus landscape. The on-campus weather station collects data on evapotranspiration levels, and irrigation only occurs with high recorded levels.

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

Most vending machines operated by UCSB Housing & Residential Services are equipped with motion sensors.

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

UCSB achieved the 2014 reduction target two years early, primarily through energy efficiency projects funded through the continuation of the Strategic Energy Partnership. Between 2010 and 2011 alone, UCSB Energy completed more than 20 major energy projects. Under The strategic energy partnership 2014 - 2016 funding cycle, the university will continue its large scale projects to conserve energy and improve energy efficiency.

http://energy.ucsb.edu/_client/pdf/UCSB%20Energy%20Report%202013.pdf

**The website URL where information about the institution's energy conservation and efficiency initiatives is available:**
http://energy.ucsb.edu/

# Clean and Renewable Energy

**Responsible Party**

**Jordan Sager**
LEED Program Manager
Physical Facilities

**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.

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"---" *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** | 1,496 *MMBtu* |
| **Option 2: Non-electric renewable energy generated on-site** | 0 *MMBtu* |
| **Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes** | 0 *MMBtu* |
| **Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)** | 10,254 *MMBtu* |

**Total energy consumption, performance year:**

725,734.77 *MMBtu*

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

UCSB owns nine installed on-site solar photovoltaic systems, ranging in size from 2 kW to 133 kW DC. The aggregate capacity of these systems is 212 kW DC.

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

Several of the residence halls receive a portion of their hot water heating through distributed solar hot water heating systems.

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

None.

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

UCSB purchased 2.39 million kWh of green-e certified clean wind power RECs in 2010, which exceeded two percent of the University's consumed electricity.

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

http://energy.ucsb.edu/

# 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.

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**From the institution:**

The University of California, Santa Barbara established the Sustainability Change Agent Landscape/Biotic Environment Team in 2004. Their mission is to make sustainability one of the key decision making components for grounds design and management. Sustainability includes considering all inputs to grounds relative to their costs and benefits to the earth and the local ecosystem. Their directive is to increase biodiversity and self-sustaining systems while reducing dependence on fossil fuels and other extracted minerals. Socially, the group seeks to facilitate student education and work and play, while supporting the staff through living wages and local business opportunities. UCSB is also home to The Cheadle Center for Biodiversity & Ecological Restoration (CCBER). CCBER manages over 230 acres of open space on the UCSB campus in order to fulfill several goals: to preserve and enhance native plant resources and biodiversity of the region; to provide educational opportunities through signs, internships, seminars, and workshops; and to advance the understanding of restoration strategies and preservation of ecological function in urbanized areas to retain water quality and biodiversity through research. CCBER management areas include areas that already contained portions of intact vegetation or wetlands which are protected by the Clean Water Act and Coastal Act, as well as areas that are being restored after significant human impacts: the North Bluff, Campus Lagoon, Manzanita Village, Storke Wetlands, and San Clemente.

| Credit |
| --- |
| Landscape Management |
| Biodiversity |

# Landscape Management

**Responsible Party**

**Matthew O'Carroll**

Graduate Student

Bren School of Environmental Science & Management

**Criteria**

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

| Management Level | Standards and/or Certifications Required |
|---|---|
| 1) IPM Plan | IPM plan calls for:<br>• Using least-toxic chemical pesticides,<br>• Minimum use of chemicals, and<br>• Use of chemicals only in targeted locations and only for targeted species |

| | |
|---|---|
| 2) Sustainable Landscape Management Program | The program includes formally adopted guidelines, policies and/or practices that cover all of the following:<br>• Integrated pest management (see above)<br>• 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<br>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals<br>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials<br>• 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<br>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings<br>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal |
| 3) Organic, Certified and/or Protected | Protected areas and land that is:<br><br>• 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<br>• Certified Organic<br>• Certified under the Forest Stewardship Council (FSC) Forest Management standard<br>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or<br>• 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).

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

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

| | Area |
|---|---|
| **Total campus area** | 613 *Acres* |
| **Footprint of the institution's buildings** | 82 *Acres* |
| **Area of undeveloped land, excluding any protected areas** | 157 *Acres* |

**Area of managed grounds that is::**

| | Area |
|---|---|
| **Managed in accordance with an Integrated Pest Management (IPM) Plan** | 0 *Acres* |
| **Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined** | 374 *Acres* |
| **Managed organically, third party certified and/or protected** | 0 *Acres* |

**A copy of the IPM plan:**

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**The IPM plan :**

Started in 1995, the University of California, Santa Barbara's Integrated Pest Management (IPM) Advisory Committee oversees and supervises pest control on campus. The IPM Advisory Committee works to proactively minimize the use of pesticides and promote the application of IPM methods. Since its origin, the IPM Advisory Committee has banned the use of pesticides inside UCSB buildings, mandated that IPM methods be used on all University properties, and replaced pesticides with environmentally friendly products. A detailed account of the IPM Advisory Committee's accomplishments can be accessed at the link below.

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

Groundskeepers at UCSB continuously participate in sustainable landscape management. All of the vehicles/ carts used by the staff are either electric or compressed natural gas, products applied to the landscape are fertilizer- and herbicide-free, 90% of the Main Campus is irrigated with recycled water, grass trimmings are mulched on-site, large woody debris is mulched by the waste hauler and often returned to campus, and the staff regularly conducts audits to ensure the irrigation systems are operating at maximum efficiency. In addition, many of the groundskeepers have and are able to participate in the Green Gardener Certified Program, hosted by the Continuing Education

Division at the Santa Barbara Community College. This program offers education, training, certification, and promotion of landscaping practices that improve resource efficiency and reduce pollution on landscape sites. Expenses associated with participation in this program are covered entirely by the University.

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

Landscape guidelines at UCSB prioritize that the perimeter of the University is landscaped with native vegetation. Native plant species are also used in landscaping around buildings and other structures. The University does place an emphasis on creating landscapes that encourage large gatherings, and although these particular areas may not always consist of native vegetation, architects are encouraged to utilize drought tolerant plants and native plants in surrounding fringe areas and where appropriate. In addition, for teaching and restoration purposes, more than 233 acres are protected and being restored to native plant communities.

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

At UCSB, all grounds keeping waste is collected for mulching purposes. For lawns, trimmings are directly deposited back onto the grass, a system called Grass Cycling. The trimmings of all other vegetation, such as plants and trees, are stored in a campus depository to be later used as mulch. Approximately 300-400 cubic yards per year of this mulch are used for soil and landscaping purposes.

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

Groundskeepers in both departments of Facilities Management and Housing & Residential Services primarily utilize pesticide- and herbicide-free products. In 2013, over 28 tons of spent coffee grounds from the University were applied directly to the landscape and planters as a soil amendment and weed barrier. In addition, UCSB regularly utilizes the compost produced by the compost facility where UCSB sends their organic material to be processed.

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

At UCSB, the large majority of the University's groundskeepers' vehicles are either electric or compressed natural gas (CNG). The use of gas powered equipment is limited to only a couple hours each day to minimize environmental and noise pollution. In addition, the groundskeepers regularly undergoes training from Environmental Health & Safety staff, much of which includes instructions and best management practices on using their equipment and tweaking their practices in an environmentally friendly manner.

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

UCSB irrigates 90% of the main campus with recycled water. Impervious surfaces are often bordered by bioswales in order to decrease runoff and promote infiltration and groundwater recharge. Examples of large impervious surfaces bordered by swales include parking lots and the library corridor. The Davidson Library corridor at UCSB is also paved with permeable pavers that allow water to infiltrate them and not run off. This feature significantly decreases stormwater runoff. It is of the utmost importance for UCSB's Environmental Health & Safety department and the Cheadle Center for Biological and Ecological Restoration to ensure and restore the integrity of the natural

hydrology on campus, which is often done through testing and audits, working with groundskeepers and contractors and implementing restoration programs/ projects.

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

The University of California Santa Barbara is in a temperate coastal climate that does not experience drastic seasonal variation. Weather patterns of the region do not support snow or ice accumulation.

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

The UCSB campus is bordered by five surface water bodies: Devereaux Slough, Goleta Slough, Campus Lagoon, the Pacific Ocean, and Storke Wetlands, all of which are protected from urbanization. The 2010 Long Range Development Plan classified 237 acres of campus land as environmentally sensitive habitat area (ESHA), including UCSB's Coal Oil Point Reserve, because of the area's rarity, special role in the ecosystem, and/or because the area served as a natural buffer to more sensitive areas. The Cheadle Center for Biological and Ecological Restoration (CCBER) is tasked with the protection and restoration of many of these sensitive areas.

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**
No

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

http://www.ehs.ucsb.edu/units/ih/ihrsc/ihpdf/Accom_IPM_Com.pdf

# Biodiversity

**Responsible Party**

**Matthew O'Carroll**
Refuse, Recycling, & Water Conservation Manager
Physical Facilities

**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.

"---" *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:**

The UCSB campus is bordered by five surface water bodies: Devereaux Slough, Goleta Slough, Campus Lagoon, the Pacific Ocean, and Storke Wetlands, all of which are protected from urbanization. Although not owned by UCSB, the portion of the Pacific Ocean that borders the UCSB campus is considered a No-Take State Marine Conservation Area (SMCA), where the fishing/ taking of marine resources is prohibited. The 2010 Long Range Development Plan classified 237 acres of campus land as environmentally sensitive habitat area (ESHA), including UCSB's Coal Oil Point Reserve, because of the area's rarity, special role in the ecosystem, and/or because the area served as a natural buffer to more sensitive areas. The Cheadle Center for Biological and Ecological Restoration (CCBER) is tasked with the protection and restoration of many of these sensitive areas.

**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:**

Species listed on State, Federal, and Local lists for those considered threatened, endangered, or of concern are protected on campus and identified through various assessments and monitoring programs. Environmentally sensitive areas (ESHA) are determined by the Coastal Commission and Campus through the use of biologists when there are habitats or species of local or greater concern on the site.

**A brief description of identified species, habitats and/or environmentally sensitive areas:**

The ESHA map overlay can be found in the UCSB's Long Range Development Plan, specifically in the Land Use Map Series. The map includes species and areas that are labeled ESHA. Identified species include: Beldings Savanna Sparrows, Burrowing Owls, Globose Dune Beetles, monarch aggregation areas, raptor nests, Sandy Beach Tiger Beetles, Santa Barbara honeysuckle, Southern Tarplant, and Tidewater Gobies.

**A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

UCSB protects and creates wildlife habitat on approximately 238 acres of the campus that are within eight large Ecologically Sensitive Habitat Areas (ESHAs). The University's Cheadle Center for Biodiversity and Ecological Restoration (CCBER) is responsible for the management of the ESHAs and aims to preserve the native plant resources and biodiversity of the region by providing educational opportunities and conducting biological and ecological research. More information regarding wildlife habitat protection at UCSB and the CCBER can be accessed at the link below.

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

http://ccber.ucsb.edu/ecosystem/

# 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.

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**From the institution:**

In 2004, the University of California, Santa Barbara hired a staff member to work on the University of California systemwide strategic sourcing agreements. This person developed the methodologies for imbedding environmentally preferable procurement into our RFP's and worked with partners from each campus to develop scoring for the selection of awards. In 2012, UCSB is moving to a new on-line procurement system. We are in the process of developing criteria so we can offer options for "green" items first to direct spend to sustainable options. We hope to have this process completed and rolled out to the campus in academic year 2012/2013.

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

# Electronics Purchasing

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**Responsible Party**

**Kathy Scheidemen**
Management Services Officer, Co-Chair Sustainability Procurement Team
Earth Research Institute

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**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.

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**Submission Note:**

UCSB has implemented an on-line procurement system (SciQuest), which we had hoped would allow for tracking, prioritizing, and capturing spend data. Unfortunately, we have found that items purchased via a "punch-out" (log-through directly to vendor's websites) does not allow us to capture or direct spend as planned. This unintended consequence has resulted in our efforts to host more catalogs, in partnership with other UC campuses, in order to help us in achieving sustainability goals. At this time, we are not able to direct spend to the specific EPEAT levels, nor are we able to adequately capture the expenditures within the various EPEAT categories.

"---" *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:**
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**The electronics purchasing policy, directive, or guidelines :**

Per UC Policy on Sustainable Practices (please see

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

)

ENERGY STAR ® - Energy Star is a standard for energy efficient consumer products administered by the U.S. Environmental Protection Agency and the U.S. Department of Energy.

EPEAT ® - The Electronic Product Environmental Assessment Tool is a method for consumers to evaluate the effect of a product on the environment. It ranks products as gold, silver or bronze based on a set of environmental performance criteria. It is managed by the Green Electronics Council.

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

UC Systemwide has a policy requiring purchase of EPEAT certified Bronze or higher computers (please see the UC Policy on Sustainable Practices, page 14). In addition to requiring EPEAT Bronze, the policy states: "Preference will be given for electronics products that have achieved EPEAT® Silver or EPEAT® Gold registration." While a policy is in place, it is not fully at the level required by STARS and we are working to improve our tracking systems. We are not currently able to report spend in these areas as our procurement system does not capture the "punch-out" expenditures.

**Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**
No

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

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

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

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

http://www.ucop.edu/ucophome/coordrev/policy/sustainable-practices-policy.pdf

# Cleaning Products Purchasing

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**Responsible Party**

**Kathy Scheidemen**
Management Services Officer, Co-Chair Sustainability Procurement Team
Earth Research Institute

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**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

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**Submission Note:**

Due to a change in procurement system, we are not currently able to track all cleaning purchases. Our system reported only non punch-out commodities. Reporting in prior years indicated purchases of over $1M, we are only able to report on $165K in purchases at this time.

**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:**

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

This falls within the LEED™-EBOM policies (see below).

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

The University of California Systemwide Policy on Sustainability states: "For existing buildings, the University of California will develop a plan to operate and maintain all scope eligible campus buildings at a minimum standard equivalent to a LEED for Existing Buildings Operations and Maintenance (LEED™-EBOM) "Certified" rating." The UCSB campus has committed to certifying twenty-five LEED buildings within a five year period. As part of the LEED commitment, the campus has received USGBC approval for credits based on campus-wide practices. One of these practices is the use of green cleaning products.

Additional information can be found green cleaning products on UCSB's Physical Facilities website:

http://facilities.ucsb.edu/departments/sustainability/green_operations/green_cleaning/default.a

sp

**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:**

45,433 *US/Canadian $*

**Total expenditures on cleaning and janitorial products:**

164,883 *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:**

Please see:

http://facilities.ucsb.edu/departments/sustainability/green_operations/green_cleaning/default.a

sp

Green Cleaning

Custodial Services daily cleaners are all Green Seal certified- a neutral floor cleaner, all purpose cleaner and degreaser, window cleaner, and floor finish.

Green Seal provides science-based environmental certification standards that are credible, transparent, and essential in an increasingly educated and competitive marketplace. Green Seal industry knowledge and standards help manufacturers, purchasers, and end users alike make responsible choices that positively impact business behavior and improve quality of life.

For practices of Green Seal chemicals used at UCSB please see Custodial Services presentation in PDF format.

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

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

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

http://www.universityofcalifornia.edu/sustainability/documents/policy_sustain_prac.pdf

# Office Paper Purchasing

**Responsible Party**

**Kathy Scheidemen**
Management Services Officer, Co-Chair Sustainability Procurement Team
Earth Research Institute

**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.

"---" *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:**
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**The paper purchasing policy, directive or guidelines:**

http://www.policy.ucsb.edu/policies/policy-docs/sustainable-procurement.pdf

PAPER

Virgin paper should not be purchased for routine office tasks.

At minimum, 30% post consumer waste and recycled content paper should be used for routine office tasks.

Faculty are strongly encouraged to require class-work that is submitted to be printed on both sides, where the nature of the work does not demand single sided submittals

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

The University of California, Santa Barara has a campus and systemwide policy requiring the purchase of recycled content paper. Each department is responsible for purchasing its own paper. Although UCSB does not currently have an adequate procurement system in place to verify each individual purchase, historical figures indicate that ~90% of paper purchases were completed through Central Stores. In order to direct campus departments toward purchasing recycled content paper, Central Stores originally charged a premium on virgin paper and significantly discounted recycled content paper. The purchasing figures indicate this resulted in a market shift throughout campus. Some departments continue to utilize virgin paper to address special needs or unique equipment. The UCSB policy can be found at:

http://www.universityofcalifornia.edu/sustainability/documents/policy_sustain_prac.pdf

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

Yes

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

|  | **Expenditure Per Level** |
|---|---|
| **10-29 percent** | 0 *US/Canadian $* |
| **30-49 percent** | 113,256 *US/Canadian $* |
| **50-69 percent** | 13,620 *US/Canadian $* |
| **70-89 percent (or FSC Mix label)** | 0 *US/Canadian $* |
| **90-100 percent (or FSC Recycled label)** | 11,044 *US/Canadian $* |

**Total expenditures on office paper :**

137,920 *US/Canadian $*

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

http://www.policy.ucsb.edu/policies/policy-docs/sustainable-paper-use.pdf

# Inclusive and Local Purchasing

**Responsible Party**

**Kathy Scheidemen**
Management Services Officer, Co-Chair Sustainability Procurement Team
Earth Research Institute

**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:**

In 2013 the total expenditures for Small Business Utilization were $174,133,693. Out of that $45,568,873 went to Small Business.

Disadvantaged business received $2,140,482, Women owned businesses received $510,128, and Disabled Veterans received $17,000.

"---" *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:**

SMALL BUSINESS PROGRAM -The University of California, Santa Barbara campus is committed to contracting diversity. The University's efforts in this area are consistent with federal and state laws as well as the University of California Systemwide policy.

Mission Statement:

Pursuant to University policy and guidelines, the Small Business Program (SBP) is responsible for ensuring equal opportunities in business contracting at the Santa Barbara campus for all small business enterprises (SBE), including: small disadvantaged businesses (SDB); women-owned small businesses (WOSB); veteran-owned small businesses (VOSB); service-disabled, veteran-owned small business (SDVOSB); and historically underutilized businesses zone (HUBZone) small businesses. The Small Business Program serves as a liaison between the University and the small business community, with the goal of increasing utilization of SBEs and maintaining diversity in the supplier and contractor base at the Santa Barbara campus.

Vision Statement:

The SBP is an integral part of the University's administration, serving as the unit responsible for the implementation of the University's policy on equal opportunity in business contracting. The SBP is vital in its role as a connecting link between the University and small business community. The SBP seeks to heighten the awareness of procurement personnel to the level that equal opportunity in business contracting is established and fostered in the procurement process at the Santa Barbara campus in order to:

• Ensure a continued high level of diversity in the University's supplier and contractor pools through equal opportunity.
• Identify additional Small Businesses for purchasing, construction, design, and business contracts to enhance the quality of suppliers and contractors providing goods and services.
• Establish a networking alliance with other organizations committed to promoting equal opportunity business contracting.
• Collaborate and cooperate with small business development programs locally and at other UC locations for the purpose of promoting small business interests.
• Improve departmental small business utilization by informing campus departments about the University's equal opportunity policy and providing a base of qualified sources.

Functional Responsibility – Small Business Liaison Officer (SBLO):

The Santa Barbara campus has achieved a high degree of diversity in the supplier and contractor base for the procurement of goods and services. As plan administrator for federal contracts at the Santa Barbara campus, the SBLO is required to continue with its contracting diversity efforts on federally funded contracts.

The Small Business Liaison Officer has the following responsibilities:

Vendor Development
• Conduct annual small business development trade fairs for the purpose of bringing SBEs to the campus and providing departmental staff the opportunity to meet new vendors
• Conduct annual "How to Do Business at UC Santa Barbara" seminars for SBEs
• Give presentations to civic and business organizations on business opportunities at UC Santa Barbara
• Identify SBEs for purchasing, construction, and design through off-campus seminars and trade fairs
• Conduct vendor site visits to determine the viability of the business and whether it is capable of doing business with the University

SB Subcontracting Plan Development
• Work with Sponsored Programs Office to identify proposals where a Small Business Subcontracting Plan is required ($650,000) and complete the Plan in a timely manner
• Report the actual subcontracting accomplishments on a semi-annual basis through the Government-wide electronic Subcontracting Reporting System (eSRS)
• Create outreach and training activities to educate all involved parties as to their roles and responsibilities

Inreach to Campus Departments
• Provide access to Small Business Directors
• Conduct annual small business development trade fairs primarily for campus departmental personnel to attend

• Establish interactive relationships with campus departments for the purpose of discussing and addressing procurement issues
• Provide newly developed small business sources to departments on an on-going basis

Statistical Reports

The SBP maintains databases on procurement activity. Utilization reports are issued on a quarterly basis for the campus. The UC Office of the President (UCOP) receives an annual report.

Federal Small Business Subcontracting Administration

Pursuant to Public Law 95-507, SBLO serves as "Plan Administrator" on federally funded research contracts of $650,000 or more. SBLO submits a Small Business Subcontracting Plan that projects a percentage of dollars that can be subcontracted to the various small business categories on federally funded research contracts. This becomes part of the University's contract with the federal funding agency, and the SBLO monitors and submits semi-annual reports to the funding agencies reporting subcontracting progress.

Small Business Enterprise Relations

The SBP primarily provides suggested SBE sources to procurement personnel. It also provides conflict resolution to SBEs experiencing problems while conducting business with the University. The SBP makes the appropriate inquiries and attempts to resolve such problems.


Roles & Responsibilities of the Campus Departments and Principal Investigators

• Notify Small Business Liaison Officer (SBLO) when applying for a contract or grant that will exceed $650,000, or a construction amount of $1,000,000
• Notify SBLO as soon as an RFP is received that includes the requirement for a Small Business Subcontracting Plan (required for contracts or grants over $650,000 or construction over $1,000,000)
• Coordinate with SBLO and the campus contracts/grants office in the development of the Subcontracting Plan and any modifications thereto
• Provide a detailed budget to SBLO, including a list of commodities and services and their potential suppliers
• Be named in subcontracting plans as department administrator
• Notify Purchasing Agent and SBLO when a Purchase Requisition is submitted using funds within a Subcontracting Plan
• Maximize opportunities for small business concerns to participate in purchases within the department's delegated authority (Small Business Administration Resources (SBA) /PRO-Net, etc.)
• Assist in preparation of reports as necessary
• Work with SBLO to ensure goals are met
• Participate in training opportunities coordinated by the SBLO, sharing information with all applicable personnel

Roles & Responsibilities of the Office of Sponsored Programs
• Notify SBLO as soon as an RFP is received that includes the requirement for a Small Business Subcontracting Plan (greater than $650,000 for individual contracts and $1,000,000 for construction of a public facility)
• Upon receipt of the Small Business Subcontracting Plan from the SBLO, submit the plan to the contracting agency for approval. Upon receipt of approval, notify the SBLO and the campus department/principal investigator
• Participate in departmental training coordinated by SBLO

Roles & Responsibilities of UCSB Purchasing
• Maintain vendor database category fields to enable accurate reporting
• Maximize opportunities for small business concerns to compete for University business, regardless of funding source
• On applicable solicitations, work with SBLO to ensure adequate inclusion of small business concerns in the solicitation process, including using CCR/PRO- Net and other available sources
• Participate in vendor outreach (e.g., informational meetings, vendor fairs) as requested
• Assist in identifying Purchase Requisitions using funds governed by Small Business Subcontracting Plan
• Participate in training coordinated by SBLO

Small Business Diversity Vendor Database

The University of California, Berkeley maintains a database of supplier diversity vendors that include several qualified small business concerns. This tool can be used to query by company name or product service keywords. The following is a link to Supplier Diversity Vendor Database:

http://businessservices.berkeley.edu/procurement/diversity/searchNew

**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:**

26

**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

http://www.busserv.ucsb.edu/purchasing/goods_services/sbp.htm

# Life Cycle Cost Analysis

## Responsible Party

**Kathy Scheidemen**
Management Services Officer, Co-Chair Sustainability Procurement Team
Earth Research Institute

**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:**

Please see
http://energy.ucsb.edu/projects/projects.html
for sample projects

From UCOP Policy on Sustainable Practices:
Renewable power: energy generated from inexhaustible sources, such as the sun or wind, or from sources that can quickly be replenished, such as biomass. For the purposes of this policy, an energy source is renewable if it has been designated as such by the California Energy Commission (
http://www.cpuc.ca.gov/PUC/energy/Renewables/FAQs/01REandRPSeligibility.htm
).
Savings by Design: an energy efficiency program offered by California's four investor-owned utility companies and the Sacramento Municipal Utility District. Savings By Design provides design assistance, energy analysis, life-cycle costing, and financial incentives for new construction and major renovation projects. The Savings By Design program is also known as the Non-Residential New Construction Program.

"---" *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?:**

Yes

**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

Yes

**A brief description of the LCCA policy(ies) and practice(s):**

UCSB utilized LCCA for any Strategic Energy Partnership projects (SEP). The LCCA is part of the costs/benefit analysis required for the projects to move forward.


**The website URL where information about the institution's LCCA policies and practices is available:**

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

# Guidelines for Business Partners

**Responsible Party**

**Kathy Scheidemen**
Management Services Officer, Co-Chair Sustainability Procurement Team
Earth Research Institute

**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.

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

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

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

Some

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

UCStrategicSourcing.pdf

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

Please see

http://ucop.edu/procurement-services/_files/agreement-strategic-sourcing.pdf

**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 UC Systemwide 2009 Policy on Sustainable Practices states that we must "utilize the University's purchasing power to meet its sustainability objectives." There are multiple efforts in this area. Two examples are the Strategic Sourcing program and the Small Business Program (details below), both of which aim to utilize the University's purchasing power to assist in market shifts. Strategic sourcing efforts support the University of California's values of sustainability and supporting small businesses.

Sustainability Policy: UC has instituted a new sustainability policy that has established UC as a national leader in higher education in the development of green building design and sustainable practices. The policy not only sets out a rigorous agenda for integrating environmentally-sensitive building design and sustainable practices into campus operations and culture, but it also offers an extraordinary opportunity for UC to reduce long-term operations and maintenance costs. In the fall of 2004, UC was recognized for its energy and environment initiatives with an award from the Environmental Protection Agency. Strategic Sourcing supports efforts regarding sustainable purchasing by ensuring that all bids and contracts require suppliers to demonstrate their dedication to sustainable practices, both in their product offerings and business operations. In addition to a commitment to sustainability and the environment, potential suppliers must exhibit, to the respective commodity teams, recycled content product offerings, energy-efficient product offerings, reduced packaging, and product recycling and disposal programs. A supplier's failure to respond to these bid requirements ensures that they will not succeed in obtaining a University of California contract.

UCSB Small Business Program mission statement:
Pursuant to University policy and guidelines, the Small Business Program (SBP) is responsible for ensuring equal opportunities in business contracting at the Santa Barbara campus for all small business enterprises (SBE), including: small disadvantaged businesses (SDB); women-owned small businesses (WOSB); veteran-owned small businesses (VOSB); service-disabled, veteran-owned small businesses (SDVOSB); and historically underutilized business zone (HUBZone) small businesses. The Small Business Program serves as a liaison between the University and the small business community, with the goal of increasing utilization of SBEs and maintaining diversity in the supplier and contractor base at the Santa Barbara campus.

One aspect of UCSB's Small Business Program is the focus on vendor development, which includes the conduction of annual small business development trade fairs, bringing SBEs to the campus and giving departmental staff the opportunity to meet new vendors, the conduction of "How to Do Business at UC Santa Barbara" seminars for SBEs, and presentations given to civic and business organizations on business opportunities at UC Santa Barbara. The program also focuses on subcontracting plan development requiring that a Small Business Subcontracting Plan be included with all contract awards over $650,000. Also included is in-reach to campus departments, seeking to train campus departments on how to switch to using smaller businesses and also providing campus departments with updated

lists of local vendors.

More information on this program can be located at:

http://www.busserv.ucsb.edu/purchasing/goods_services/sbp.htm

**The website URL where information about the institution's guidelines for its business partners is available:**

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

# 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.

---

**From the institution:**

The UC Santa Barbara Transportation Alternatives Board (TAB) was formed in 2004 to advise the Chancellor on alternative transportation issues. The Board devises programs to enhance cost-effective and convenient transportation to and around campus, proposes ways to fund programs, and counsels on the allocation of funds.
The Board is comprised of nine members, of which three each represent faculty, career staff, and the student body.
In addition, we have the Transportation Alternatives Program (TAP) to serve those who commute by foot, skateboard, bicycle, bus, carpool, vanpool, or train. The focus of TAP is to reduce traffic congestion, traffic emissions, and the demand for parking on campus.

| Credit |
| --- |
| Campus Fleet |
| Student Commute Modal Split |
| Employee Commute Modal Split |
| Support for Sustainable Transportation |

# Campus Fleet

**Responsible Party**

**John L Behlman**
CNT II
Transportation and Parking 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:**

Vehicle counts include all UCSB vehicles, located on or off campus, on 8/31/13. In UCSB Transportation, we have selected August as the reporting month as that is the time-frame for new year modles to come to market.

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

**Total number of vehicles in the institution's fleet :**

354

**Number of vehicles in the institution's fleet that are::**

| | Number of Vehicles |
|---|---|
| **Gasoline-electric, non-plug-in hybrid** | 16 |
| **Diesel-electric, non-plug-in hybrid** | 0 |
| **Plug-in hybrid** | 0 |
| **100 percent electric** | 46 |
| **Fueled with compressed natural gas (CNG)** | 16 |
| **Hydrogen fueled** | 0 |
| **Fueled with B20 or higher biofuel for more than 4 months of the year** | 0 |
| **Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year** | 0 |

**A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:**

UCSB has an Alternative Energy Subcommittee that explores the numerous avenues the University has for reducing its reliance on nonrenewable resources. It uses these alternative energy sources to ultimately save the campus money. The University plans on using a portfolio approach that incorporates numerous different energy efficient projects. There are a number of policies set in place to increase the energy efficiency of the campus. We are striving to receive 10% more than the state mandates in the amount of energy via renewable sources we take in. All high cost projects have evaluations done for photovoltaic panels, which will help to provide up to 10 megawatts of on-site renewable power by 2014. The University is also striving to lower our greenhouse gas emissions to a climate neutral level shortly after our year 2020 goal of year 1990 levels. Furthermore, 95% of our power is scheduled to come from renewable sources by 2045. To help lower the costs of green power projects, UCSB pursues emissions credits to make the most effective use of its money.

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

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# Student Commute Modal Split

## Responsible Party

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**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:**

UCSB disseminates an annual mode-split survey for all faculty, staff, and students. We also capture AVR as part of this data set.

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

**Total percentage of students that use more sustainable commuting options:**

92

**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)** | 8 |
| **Walk, bicycle, or use other non-motorized means** | 77 |
| **Vanpool or carpool** | 4 |
| **Take a campus shuttle or public transportation** | 11 |
| **Use a motorcycle, scooter or moped** | 0 |

**A brief description of the method(s) used to gather data about student commuting:**

A survey is administered by the Social Science Survey Center on behalf of the Chancellor's Campus Sustainability Committee and the office of Administrative Services. The survey measures commuter behavior by asking faculty, staff, and students to indicate the mode of transportation they use to travel to campus each day.

**The website URL where information about sustainable transportation for students is available:**

http://www.sustainability.ucsb.edu/wp-content/uploads/2013AnnualTransportationReport10_3_131.pdf

# Employee Commute Modal Split

**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**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:**

UCSB disseminates an annual mode-split survey for all faculty, staff, and students. We also capture AVR as part of this data set.

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

**Total percentage of the institution's employees that use more sustainable commuting options:**

40

**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)** | 60 |
| **Walk, bicycle, or use other non-motorized means** | 11 |
| **Vanpool or carpool** | 19 |
| **Take a campus shuttle or public transportation** | 6 |
| **Use a motorcycle, scooter or moped** | 1 |

| Telecommute for 50 percent or more of their regular work hours | 3 |
|---|---|

**A brief description of the method(s) used to gather data about employee commuting:**

A survey is administrated by the Social Science Survey Center on behalf of the Chancellor's Campus Sustainability Committee and the office of Administrative Services. The survey measures commuter behavior by asking faculty, staff, and students to indicate the mode of transportation they use to travel to campus each day.

**The website URL where information about sustainable transportation for employees is available:**

http://www.sustainability.ucsb.edu/wp-content/uploads/2013AnnualTransportationReport10_3_131.pdf

# Support for Sustainable Transportation

<div align="center">

**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

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**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

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**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:**

Some departments have their own bicycle storage allocation schemes, and bicycle lockers are available for an annual rental fee. Showers, towels, and clothing lockers are also available for bicycle commuters. To improve bicycle security, the Transportation Alternatives Program (TAP) offers UCSB students, faculty, and staff the opportunity to rent a bicycle locker in one of seven convenient campus locations. View locker locations:

http://www.tap.ucsb.edu/PDF/bikepathandlockerlocations.pdf

Shower facilities for UCSB bicycle commuters are located in Robertson Gym and Physical Sciences North. Several departments also provide shower facilities for department 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)?:**

No

**A brief description of the bicycle parking and storage facilities:**

The Campus has bicycle parking lots throughout the main campus and near all residential buildings. To see the locations of campus bicycle parking lots, use the link below.

http://link.map.geog.ucsb.edu/8r

To improve bicycle security, the Transportation Alternatives Program (TAP) offers UCSB students, faculty, and staff the opportunity to rent a bicycle locker in one of seven convenient campus locations. View locker locations:

http://www.tap.ucsb.edu/PDF/bikepathandlockerlocations.pdf

**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?:**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

The University has 7 miles of Class I (separate from cars) bicycle paths.

**Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:**

No

**A brief description of the bicycle sharing program:**

The University of California Santa Barbara does have some departments on campus that have department-owned bicycles for employee use. The UCSB campus does not yet offer bicycle-sharing to the public, but two bicycle shops adjacent to UCSB rent bicycles for short-term or long-term use. UCSB is in the process of launching a bicycle sharing program which is currently under campus review and should be available shorty.

**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?:**

Yes

**A brief description of the certification, including date certified and level:**

In 2013 UCSB received a Gold level bicycle Friendly certification from the League of American Bicyclists.

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

Yes

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

The University of California Santa Barbara offers free and reduced price transit passes. Registered students have unlimited access to all Metropolitan Transit District (MTD) bus lines as a part of their student registration fees. Transit is paid for by a lock-in fee of $13.13 per quarter per student. Faculty and Staff receive both transit discounts and the use of pre-tax payroll deductions to pay their transit fees.

**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:**

Through the UCSB Transportation Alternatives Program, students who have unexpected personal or family illness, or unexpected supervisor-approved overtime, are given the opportunity to use a UC vehicle for a round trip between UCSB and home. Students have as many as six uses of this program a year.

**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:**

Traffic Solutions, a division of Santa Barbara County Association of Government (SBCAG), offers a carpool matching service to students and employees of UCSB at

http://trafficsolutionsonline.info

Zimride is another carpool matching resource available to the campus community. Zimride is designed to offer UCSB students a chance to share seats in their own car or catch a ride. With the Zimride network, students can log in with their UCSB email address and search for UCSB friends, classmates, and coworkers going the same way.

Carpool discount permits are available to carpools that include at least TWO persons employed by UCSB at least 45% of time:

http://www.tap.ucsb.edu/carpool.aspx

**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:**

The University of California Santa Barbara meets the required criteria for car sharing. UCSB currently has a ZipCar program that costs $25.00 per year for students, faculty, and staff, with a beginning incentive of $35.00 free driving provided in the first month. ZipCars are accessed on campus 24 hours a day, 7 days a week. Members must be 18 or older to apply for this program and are given a Zipcard. Daily fees, including gas and insurance, are met under the yearly fee. Those aged 18-20 may only access campus ZipCars, whereas members 21+ have access to ZipCars around the world.

**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:**

UCSB currently has twelve Level 2 Electric Vehicle (EV) charging stations for public charging. We are implementing a level 1 EV charging option on campus as well, and we are currently working on bringing a DC fast charger to parking structure 22. On the roof of structure 22, the solar PV project is currently being installed, as previously mentioned. Parking & Transportation services, when building the structure, called for the conduit and other items needed for roof top PV. There are currently two Level 2 EV chargers in structure 22, EV's charged with PV!

**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:**

The University of California Santa Barbara offers a telecommuting program for employees. This option is available to those who have jobs that are conducive to telecommuting. More information can be found at the link below.

http://www.telecommutingadvantage.com/ucsb/index.html

**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:**

UCSB offers a variety of condensed work week options, such as 4/40s (40 hours over the course of 4 days) and 9/80s (80 hours over 9 days). More information can be found at the link below.

http://www.hr.ucsb.edu/files/docs/managers/Introduction%20to%20Flexwork%20Program%20for%20Super

visors.pptx

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

Yes

**A brief description of the incentives or programs to encourage employees to live close to campus:**

The University of California Santa Barbara meets the criteria for the Local Housing credit in that it offers 65 moderately priced condominiums and has 22 additional units under construction in the first phase of Ocean Walk at North Campus. The total North Campus Faculty Housing project will have over 160 units when completed. Housing for over 1,000 faculty, staff, and students is in our Long Range Development Plan and slated for construction on the west side of campus. The Office of Loan Programs (OLP) designs, delivers, and manages housing assistance programs for recruitment and retention of faculty and senior managers.

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and**

**reduce the impact of student and employee commuting?:**

No

**A brief description of other sustainable transportation initiatives and programs:**

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**The website URL where information about the institution's sustainable transportation program(s) is available:**

http://www.tap.ucsb.edu/

# 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.

**From the institution:**

The University of California, Santa Barbara began its campus-wide recycling program in 1986. The program includes both exterior and interior collection systems. In 2009, we began to collect both pre- and post-consumer food waste in our dining facilities. This program was so successful that it was quickly expanded to all four residential dining facilities. In Winter 2012, we began the Campus Compost Pilot program to collect food waste from four eateries: the Arbor, The Coral Tree, the UCen, and the Courtyard Cafe. Individuals can now dispose of food scraps and compostables in receptacles where the material is composted. In 2013, UCSB welcomed its first vendor under the refined contract that specifies they must provide 100% compostable packaging. UCSB's 11% waste diversion increase in the past two years and commitment to reducing consumption and reusing materials exemplifies the University's seriousness and readiness to meet their waste management goals and be a Zero Waste institution by 2020.

| Credit |
| --- |
| Waste Minimization |
| Waste Diversion |
| Construction and Demolition Waste Diversion |
| Hazardous Waste Management |

# Waste Minimization

**Responsible Party**

**Matthew O'Carroll**
Graduate Student
Bren School of Environmental Science & Management

**Criteria**

*Part 1*

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

*Part 2*

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

**Waste generated::**

|  | **Performance Year** | **Baseline Year** |
|---|---|---|
| **Materials recycled** | 2,000.20 *Tons* | 7,198.92 *Tons* |
| **Materials composted** | 1,254.90 *Tons* | 263.55 *Tons* |
| **Materials reused, donated or re-sold** | 0 *Tons* | 0 *Tons* |
| **Materials disposed in a solid waste landfill or incinerator** | 2,762 *Tons* | 4,088.66 *Tons* |

**Figures needed to determine "Weighted Campus Users"::**

|  | Performance Year | Baseline Year |
|---|---|---|
| **Number of residential students** | 8,101 | 6,282 |
| **Number of residential employees** | 0 | 0 |
| **Number of in-patient hospital beds** | 0 | 0 |
| **Full-time equivalent enrollment** | 20,562 | 19,961 |
| **Full-time equivalent of employees** | 4,394 | 4,947 |
| **Full-time equivalent of distance education students** | 398 | 531 |

**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** | Jan. 1, 2007 | Dec. 31, 2007 |

**A brief description of when and why the waste generation baseline was adopted:**

The year 2007 was adopted as the baseline because it was the earliest time period for which UCSB has reliable waste generation data. 2007 also encompassed data from the majority of the waste management programs that were in place on-campus. Years prior to 2007, waste generation data was not collected from all entities on-campus, especially departmental programs.

**A brief description of any (non-food) waste audits employed by the institution:**

UCSB regularly conducts waste audits by utilizing the services of UCSB's Associated Students Recycling (A.S. Recycling), third party environmental consulting firms, and their waste hauler. A.S. Recycling provides waste audit services for special events, departments, and buildings. Recently, A.S. Recycling audited the waste generated from the California Higher Education Sustainability Conference. Third party consulting firms generally audit waste from buildings, often as part of the LEED certification process, and the waste hauler audits UCSB as an entirety once a year.

**A brief description of any institutional procurement policies designed to prevent waste:**

UCSB is in the process of developing a campus-wide product stewardship program that has a large focus on Extended Producer Responsibility. Such a program will encourage producers to take responsibility for the end-of-life management of their products.

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

At the University of California, Santa Barbara, the Surplus Inventory Program promotes the exchange of materials within the UCSB community. The Surplus Inventory Program allows users to give away or find equipment, supplies, and furniture from laboratories or offices. All items posted on the website are free to UCSB staff, faculty, and students.

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

The University of California, Santa Barbara provides students with course and university materials via online sources. Students can access class schedules and course information and register for classes through GauchoSpace and Gaucho On-Line Data (GOLD). They are also encouraged to electronically access their billing and account information on the BARC Billing Office Website.

GauchoSpace:

https://gauchospace.ucsb.edu/

GOLD:

https://my.sa.ucsb.edu/gold/login.aspx

BARC:

http://www.barc.ucsb.edu/

**A brief description of any limits on paper and ink consumption employed by the institution:**

UCSB does not offer free printing or copying to any of its computer labs and libraries. Printing and copying charges range from .10-.25 per page and can be charged to a student's online account (BARC) or copy card or paid for in cash.

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

During the move-out process, UCSB Housing & Residential Services eliminates waste by placing recycle roll offs and extra recycling dumpsters around the dorms during the move-out process. At this time, UCSB also collects and has drop-off locations for various reusable materials, which are then sold at Give IV. If dorms need to be remodeled, furniture and appliances are donated to local charities, other schools, and the International Recycling Network. These practices ensure that UCSB earns this credit.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

UCSB's Central Stores Furniture Services plays a vital role in waste minimization. UCSB has several programs that focus on the reuse of items, but Central Stores Furniture Services largely focuses on collecting and reselling surplus furniture, office equipment, and any large items. Surplus material can be purchased twice per week by the members of the Santa Barbara community.

**A brief description of any food waste audits employed by the institution:**

As part of A.S. Recycling's waste audit policies, the food waste and compostable waste stream is always audited. Auditing practices include determination of volume and contamination. After each audit, the material is placed into its proper waste stream.

**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:**

To reduce food waste, UCSB strives to cook from scratch and also purchases in bulk, but it ensures that the items are used before their expiration data and that too much food is never bought too far in advance. When possible, ingredients are used in multiple meals. For example, chicken bones and vegetables trimmings are used to make stocks. UCSB also composts all of its pre-consumer food waste, ensuring that it is not sent to the landfill but is repurposed as compost instead.

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

In fall quarter of the 2009-2010 school year, Residential Dining removed trays from all four dining commons. The dining commons on-campus are each labeled as a "Trayless Dining Facility" and do not provide students the option of using a tray. Since removing trays from dining facilities, UCSB has seen a 54% reduction in food post consumer waste and a 37% average savings of total waste overall. There has been a reduction of approximately 2,400,000 pounds in solid waste. The amount of wasted food found on trays also went from 6% down to less than 3%. Further reductions included saving ~1,000,000 gallons/year of water, and chemical use from washing trays was also reduced substantially. Additionally, all trays were donated to various facilities, including schools, the Santa Barbara Rescue Mission, and UCSB Life Science and Biology labs. The total number of trays donated was 3,952. Food cost savings have allowed new sustainable programs to be implemented. We were able to implement 100% Certified Fair Trade Coffee and 100% Certified Humane Cage Free Eggs in all Dining Commons.

**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):**

The University of California, Santa Barbara provides diners with reusable containers for to-go food at the Courtyard and Coral Tree Cafes. Diners can buy the Eco-Clamshells Reusable Containers in place of styrofoam containers with their meal and subsequently exchange rinsed, used containers for sanitized ones with the next meal purchase. Customers who use the Eco-Clamshells also receive a $0.10 discount on their meal. Additionally, the University Center offers reusable containers for to-go food. No discount is provided at this time.

**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):**

All dining commons at UCSB provide reusable service ware for "dine in" meals, with the exception of trays, which the University no longer provides. For to-go meals, the dinning commons provides certified compostable service ware, and compost receptacles are located in the general vicinities of all the dining commons.

**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:**

The University of California, Santa Barbara provides diners with reusable mugs at the University Center. Diners using reusable mugs receive a twenty-five cent discount. Customers can also bring in their own drinking vessel and receive a 10 cent discount. Additionally, Residential Dining Commons permit and welcome reusable mugs brought in by customers.

**A brief description of other dining services waste minimization programs and initiatives:**

UCSB's Dining Services minimize waste through the following practices:
- Practicing tray-less dining to reduce food waste, water waste, and energy use
- Recycling all cooking oil waste for use as biodiesel fuel
- Cooking from scratch in small batches to reduce waste
- Buying in bulk to reduce waste from packaging and minimize the frequency of product deliveries
- Creating a paperless environment by providing up to the minute information through the DigiKnow network
- Promoting Zero-Waste events for Special Events Catering & Concessions

**The website URL where information about the institution's waste minimization initiatives is available:**

http://facilities.ucsb.edu/departments/recycling/

# Waste Diversion

### Responsible Party

**Matthew O'Carroll**

Graduate Student

Bren School of Environmental Science & 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:**

4,403.12 *Tons*

**Materials disposed in a solid waste landfill or incinerator :**

1,877.73 *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:**

Recycling on the UCSB campus is a partnership between Facilities Management and Associated Students (AS) Recycling. In 2010, we extended our recycling system to include additional in-building co-mingled bins, partnered with landfill bins. AS Recycling provides 3 bins in the lobbies of most buildings to collect different types of e-waste. Outside, we have 89 Birthas (4 hole collection bins for landfill, co-mingled recyclables, office pack, and compost - currently being piloted in the 4th hole). UCSB recently created its first ever Waste Diversion Plan that outlines how the University plans to achieve its waste management goals. In addition, each year, the University also produces a Waste Diversion Report that highlights the programs and practices that attributed to that year's waste diversion rate. UCSB has a waste diversion goal of 95% by 2020.

**A brief description of any food donation programs employed by the institution:**

At the University of California, Santa Barbara, Residential Dining Services actively donates leftover and surplus food products to local food banks, the Rescue Mission, and the Santa Barbara Food Bank. UCSB also has an on-campus food bank, Associated Students Food Bank.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

The University of California, Santa Barbara's Residential Dining Services composts 100% of pre-consumer food waste in all dining commons. Approximately 41,000 pounds of food waste (pre and post) is composted per week. On the academic side of campus, the UCen operations composts all pre-consumer food waste, and post-consumer compost is available to the UCSB Community near the food service entities.

**A brief description of any post-consumer food waste composting program employed by the institution:**

The University California, Santa Barbara's Residential Dining Commons composts 90% of all post consumer waste. Additionally, 100% of the waste oil (all frying oil used in cooking) is purchased by a biodiesel company, Biodiesel Industries, and converted into cleaner burning biodiesel fuel used in vehicles.

**Does the institution include the following materials in its waste diversion efforts?:**

| | Yes or No |
|---|---|
| **Paper, plastics, glass, metals, and other recyclable containers** | Yes |
| **Food donations** | Yes |
| **Food for animals** | No |
| **Food composting** | Yes |
| **Cooking oil** | Yes |
| **Plant materials composting** | Yes |
| **Animal bedding composting** | Yes |
| **Batteries** | Yes |
| **Light bulbs** | Yes |
| **Toner/ink-jet cartridges** | Yes |
| **White goods (i.e. appliances)** | Yes |

| | |
|---|---|
| **Laboratory equipment** | Yes |
| **Furniture** | Yes |
| **Residence hall move-in/move-out waste** | Yes |
| **Scrap metal** | Yes |
| **Pallets** | Yes |
| **Motor oil** | No |
| **Tires** | No |

**Other materials that the institution includes in its waste diversion efforts:**

Bicycles; eyeglasses; clothing; textiles

# Construction and Demolition Waste Diversion

**Responsible Party**

**Matthew O'Carroll**

Graduate Student

Bren School of Environmental Science & 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:**

4,184.59 *Tons*

**Construction and demolition materials landfilled or incinerated :**

100.70 *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:**

UCSB documents all construction and demolition waste that is generated by subcontractors. Contractors and subcontractors are required to report their waste generation at the end of each project and are highly encouraged to report periodically during the project. The University goes into further detail by categorizing the waste generated into the following categories: recycled, greenwaste, and landfill.

# Hazardous Waste Management

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**Criteria**

*Part 1*

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

*Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**
Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

The University of California, Santa Barbara reduces hazardous waste through its Environmental Health & Safety department (EH&S). EH&S produces a Hazardous Waste Minimization Plan and offers educational courses on hazardous waste to staff and faculty. EH&S also actively promotes the reuse of hazardous chemicals within departments and on campus.

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

UCSB's EH&S is responsible for properly disposing hazardous waste in compliance with federal, state, and local regulations. The EH&S website provides information for faculty, staff, and students about who to contact when hazardous waste is an issue. It also provides pickup and cleanup services for chemicals and other hazardous materials in order to ensure their proper disposal.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

There have been no significant reports of a hazardous material release in the previous three years.


**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

Since approximately 2008, the University of California, Santa Barbara has manageed a Chemical Exchange Inventory that notes the availability of unused or excess chemicals. The Chemical Exchange Program encourages recirculating chemicals within departments and campus-wide.


**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):**

UCSB's Environmental Health & Safety Department provides proper e-waste recycling in accordance with The California Department of Toxic Substances Control. EH&S first requires that a useless electronic device is claimed as a "Universal Waste - CRT or Electronic Device" and then sends it to the Central Stores - Furniture Services department that will sell, reuse, or properly recycle the device.

EH& S E-Waste Information:

http://www.ehs.ucsb.edu/units/hw/hwrsc/hwpdf/ewastepdf.pdf


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

The University of California, Santa Barbara's Environmental Health and Safety (EH&S) department and the Associated Students Recycling Program both ensure that e-waste is properly disposed of in accordance with national, local, and state regulations. Both groups provide education workshops, proper disposal sites, and guarantees that, through Central Stores, the devices will be reused or recycled locally and not disposed of overseas or in a third-world country.


**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

http://www.ehs.ucsb.edu/units/hw/hw.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.

**From the institution:**

UCSB recognizes the importance of water planning and conservation and has made many historical efforts to reduce water usage. The University of California, Office of the President mandated all universities system-wide to reduce potable water-use by 20% by 2020, a goal that UCSB has already achieved with a 25% reduction from a baseline period. This reduction was achieved through various water conservation strategies implemented between 1997 and 2008. Projects undertaken by the University targeted academic, research and other non-residential buildings, and residential buildings. These projects also addressed landscaping, irrigation, and industrial applications. In non-residential buildings, new faucet aerators and low-flush toilets were installed to improve restroom efficiency. In the residential buildings, efficient dishwashers were installed, recycled water for lawn irrigation was introduced, and bathroom fixtures were retrofitted in residences with low-flow faucets, showerheads, toilets, and urinals. The Campus developed an expansive recycled water system between 1994 and 2008 and installed smart irrigation, artificial turf, and xeriscaping to decrease potable water use and improve overall water use efficiency in landscaping and irrigation applications. In addition, from 1999 to 2011, the University invested in the installation and expansion of a chilled water loop for cooling of buildings. The chilled water loop connects a variety of academic buildings, which has reduced the number of cooling towers necessary on campus and enabled concomitant efficiency increases and industrial water-use reductions.

In anticipation of campus growth, UCSB created their first Water Action Plan (WAP), which outlines a proactive campus strategy for UCSB to reduce water consumption while meeting future water demand. Goals outlined in the Water Action Plan for further potable water reductions at UCSB over the next 15 years focus on implementing multiple conservation and efficiency strategies and substituting recycled water for potable water in a variety of applications. Goals include increasing the installation of low-flow aerators, showerheads, and toilets in academic and housing buildings; improving the quality of recycled water used in irrigation and other non-potable applications; and expanding overall administrative actions to encourage water conservation. Accomplishing these goals would allow UCSB to achieve an additional 15% reduction from their current water usage by the year 2028.

| Credit |
| --- |
| Water Use |
| Rainwater Management |
| Wastewater Management |

# Water Use

**Responsible Party**

**Matthew O'Carroll**
Refuse, Recycling, & Water Conservation Manager
Physical Facilities

**Criteria**

*Part 1*

Institution has reduced its potable water use per weighted campus user compared to a baseline.

*Part 2*

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

*Part 3*

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

**Level of water risk for the institution's main campus:**

Medium to High

**Total water use::**

|  | **Performance Year** | **Baseline Year** |
|---|---|---|
| **Total water use** | 275,387,374 *Gallons* | 337,287,590 *Gallons* |

**Potable water use::**

|  | **Performance Year** | **Baseline Year** |
|---|---|---|
| **Potable water use** | 217,943,205 *Gallons* | 292,717,216 *Gallons* |

**Figures needed to determine "Weighted Campus Users"::**

|  | **Performance Year** | **Baseline Year** |
|---|---|---|

| | | |
|---|---|---|
| **Number of residential students** | 7,497 | 4,002 |
| **Number of residential employees** | 0 | 0 |
| **Number of in-patient hospital beds** | 0 | 0 |
| **Full-time equivalent enrollment** | 20,801 | 17,790 |
| **Full-time equivalent of employees** | 4,841 | 4,130 |
| **Full-time equivalent of distance education students** | 518 | 246 |

**Gross floor area of building space::**

| | **Performance Year** | **Baseline Year** |
|---|---|---|
| **Gross floor area** | 7,605,700 *Square Feet* | 4,725,563 *Square Feet* |

**Area of vegetated grounds::**

| | **Performance Year** | **Baseline Year** |
|---|---|---|
| **Vegetated grounds** | 225 *Acres* | 234 *Acres* |

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

| | **Start Date** | **End Date** |
|---|---|---|
| **Performance Year** | July 1, 2009 | June 30, 2012 |
| **Baseline Year** | July 1, 1996 | June 30, 1999 |

**A brief description of when and why the water use baseline was adopted:**

The baseline was chosen to match the baseline chosen in UCSB's Water Action Plan, which was produced in accordance with baseline requirements set by the University of California, Office of the President. The 1996-99 baseline was the earliest point in which UCSB had complete water consumption data. A three-year period was selected to provide a snapshot of water consumption, rather than one year's worth of data--a single year could have been a dry or wet year, thereby distorting policy regarding water consumption.

**Water recycled/reused on campus, performance year:**

---

**Recycled/reused water withdrawn from off-campus sources, performance year:**

---

**A brief description of any water recovery and reuse systems employed by the institution:**

UCSB partnered with Goleta Sanitary District to build a facility located close to the campus. This facility treats our effluent which we then use to irrigate the campus. We also use reclaimed water in the toilets located in all the restrooms on the first floor of Bren Hall.

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

Water metering is conducted by UCSB's Physical Facilities. Physical Facilities uses ITRON, an automated metering system, to record the majority of potable water usage data every 15 minutes. The remaining meters that are not part of the ITRON system are manually recorded by Physical Facilities staff. UCSB's potable water meters are strategically located throughout all of the University's property; the link below provides a detailed map of the UCSB Potable Water System. The ITRON system and the map exemplify how UCSB has been actively collecting data regarding building-level water consumption.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

UCSB has made it a campus priority to update inefficient plumbing fixtures with high-efficiency fixtures, such as high-efficiency urinals, low-flow toilets, and new aerators on faucets. UCSB Facilities Management has received over $80,000 in grants and matched funding for retrofitting restrooms with efficient high-efficiency fixtures. Facilities Management is also exploring the possibility of hiring an additional plumber to solely focus on water conservation efforts and preventative maintenance.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

UCSB conducted a campus-wide inventory of restroom fixtures to determine the restrooms with the least water efficient fixtures. UCSB is making it a priority to retrofit the least efficient water fixtures first.

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

Architects are encouraged to utilize drought tolerant plants and native plants where appropriate. The stone swale adjacent to Girvetz Hall is lined with native and drought tolerant plants. In addition, more than 233 acres are protected and being restored to native plant communities, many which are drought tolerant.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

UCSB's irrigation control system contains weather sensors that automatically adjust irrigation practices, based on weather conditions. We have two control stations, one for the main campus and a second for Housing & Residental Services. The campus-wide irrigation system is evapotranspiration-based and is controlled by the central control station. The central control station is operated through an on-campus weather station that measures local temperature, humidity, wind speed, solar radiation, and dew point. The combination of the central control station and the weather station ensures that the University's irrigation schedule conserves water through proper irrigation techniques by avoiding watering after heavy rains and during inappropriate times of the day and by allotting specific amounts of water that meet the exact requirements of the vegetation. The irrigation system can also be manually adjusted by Physical Facilities via a computer.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

To further water conservation efforts, UCSB has developed a Water Action Plan (WAP) and utilizes it as its primary guidance document for water conservation and efficiency programs and practices. The UCSB WAP highlights historical water conservation efforts, as well as providing recommendations for future efforts, which include over 20 management and infrastructure recommendations that are each complete with a full financial analyses. If all the recommendations were to be completed, UCSB would be able to cut their potable water use 15% by 2020. The UCSB WAP has been recognized as one of the most comprehensive water guidance documents for an institution of higher education and has received several awards.

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

http://www.sustainability.ucsb.edu/sustaining-the-campus/water-goals/

# Rainwater Management

**Responsible Party**

**Matthew O'Carroll**
Graduate Student
Bren School of Environmental Science & Management

**Criteria**

*Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

*Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

**Submission Note:**

Map of the UCSB Stormwater Drainage Features

http://ehs.ucsb.edu/units/stormwater/swresources/UCSB_B-2_Storm_Drain_Features.pdf

"---" *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:**

The Stormwater Management Plan (SWMP) has been prepared by UC Santa Barbara pursuant to the General Permit, and the associated program has been drafted to comply with the General Permit. More importantly, this SWMP will serve as a framework for identifying, assigning, and implementing control measures and Best Management Practices (BMPs) intended to reduce the discharge of pollutants from the MS4 and to protect downstream water quality. In addition, this plan serves as a planning and guidance document that is used by UC Santa Barbara's regulatory body and all University departments, contractors, and members of the general public throughout the UC Santa Barbara community, which includes students, faculty, staff, and visitors.

**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:**

UCSB's stormwater management policy is addressed in the UCSB Water Action Plan. In summary, the Plan covers the regional physiogeography and hydrology on and adjacent to the UCSB campus, as well as the local climate conditions that influence stormwater management. The stormwater policy also covers environmental protection and regulatory context as it relates to stormwater management. Importantly, it also addresses historical, current, and planned management efforts in environmentally sensitive habitat areas, natural areas, and construction sites, including best management practices and education and outreach efforts to the UCSB and greater Santa Barbara community.

**A brief description of any rainwater harvesting employed by the institution:**

UCSB does not actively harvest rainwater on-campus due to local climate conditions and the lack of rainfall.

**Rainwater harvested directly and stored/used by the institution, performance year:**
0 *Gallons*

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

UCSB actively uses swales, detetion ponds, natural wetlands, rain gardens, and bioswales to filter rainwater and surface runoff prior to release. A primary example is UCSB's Library Corridor which is paved with permeable pavers that allows water to filter through to the underlying gravel basins and into the adjacent rain gardens where it can percolate into the soil or discharge to a continuous deflective separation unit (CDS) and, finally, into the San Nicolas Bioswale. The San Nicolas Bioswale is a native freshwater wetland and includes a filtration marsh, rock energy dissipaters at outfalls, berms for water cleansing, and stone check dams for water aeration and pooling. UCSB also has similar projects at the San Clemente and Manzanita Village residence halls, as well as in numerous parking lots throughout campus.

**A brief description of any living or vegetated roofs on campus:**

UCSB does not have any living or vegetated roofs on campus.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

In 2010, UCSB installed a porous pavement walkway that runs through the center of campus. UCSB worked with a local landscape architect, True Nature, and Hydro-Flo Permeable Pavers to install a permeable walkway that allows runoff to percolate through the material to the layer below. The base of the permeable pavement consists of gravel that both stores and directs the water to the adjacent stone swale.

**A brief description of any downspout disconnection employed by the institution:**

It is a stormwater best management practice at UCSB to disconnect roof drains. At Manzanita Village, a student residence hall, all downspouts are disconnected.

**A brief description of any rain gardens on campus:**

UCSB utilizes rain gardens throughout campus, primarily at the library corridor where where the permeable pavers direct flow to the adjacent rain garden. Rain gardens can also be found at the San Clemente Village residence halls.

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

The University of California installed a retention pond adjacent to the San Nicholas dormitory and its respective parking lot. The San Nicholas Stormwater Filtration Marsh receives stormwater and surface runoff that drains the adjacent landscape. The marsh is comprised of various aquatic plants and stormwater screens that serve to slow the water down and filter/ screen the water and debris. The marsh drains to the Campus Lagoon via a vegetative/ stone bioswale.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

UCSB's Cheadle Center for Biological and Ecological Restoration (CCBER) has created several vegetated bioswales in various locations throughout campus. Vegetated bioswales are located adjacent to the University's Manzanita Village dormitories, parking lots, and roads. Together, UCSB's vegetated bioswales encompass roughly seven acres of the University's land and convey and filter stormwater.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

The University of California, Santa Barbara has a 94 acre Campus Lagoon that receives water inputs from eight storm drains and surface flows and seawater from the marine science laboratories and aquaria. The Cheadle Center for Biological and Ecological Restoration (CCBER) manages the Campus Lagoon and oversees restoration projects and water quality monitoring. The Campus Lagoon's aquatic and terrestrial vegetation serve as biofilters which cleanse the surface runoff before it enters the ocean via the lagoon's overflow weirs.

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

http://ehs.ucsb.edu/units/envhlth/envirhealthpdf/Rev_SWMP_3_2010.pdf

# Wastewater Management

**Responsible Party**

**Matthew O'Carroll**
Refuse, Recycling, & Water Conservation Manager
Physical Facilities

**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*.

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

**Total wastewater discharged:**

219,370,448 *Gallons*

**Wastewater naturally handled:**

0 *Gallons*

**A brief description of the natural wastewater systems used to handle the institution's wastewater:**

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**The website URL where information about the institution's wastewater management practices is available:**

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# 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.

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**From the institution:**

UC Santa Barbara has been a leader in the environmental movement since the early 1970s, when the campus established one of the first undergraduate environmental studies programs in the U.S., featuring a multidisciplinary approach to understanding environmental issues. Around the same time, both Housing and Residential Service and Facilities Management hired energy specialists to monitor energy use and reduce resource consumption.

Over the years, many departments across the campus have developed an interest in sustainability and have taken leadership roles in their own ways. To encourage and support this independent leadership and to ensure that sustainability is infused into every aspect of the campus, UCSB has chosen to develop a largely decentralized approach to sustainability. There are sustainability professionals in Administrative Services, Associated Students, Environmental Health & Safety, Facilities Management, Housing & Residential Services, Student Affairs, and Geography. Over 75 "Change Agents," our name for staff, faculty, and students who are actively working on campus sustainability efforts, come from too many diverse departments to name.

UCSB maintains a Chancellor's Campus Sustainability Committee that meets monthly to ensure coordination amongst all the stakeholders and departments working on sustainability. The Change Agents or subcommittees of the Chancellor's Sustainability Committee meet monthly/quarterly to share best practices and coordinate new initiatives.

| Credit |
| --- |
| Sustainability Coordination |
| Sustainability Planning |
| Governance |

# Sustainability Coordination

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**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

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**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.

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"---" *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 UCSB Office of Sustainability is the nexus for ensuring sustainable practices and concepts are designed, integrated, and maintained throughout the many aspects of daily academic life. One of the organizing pieces for campus sustainability is the Campus Sustainability Plan, which was originally crafted in 2005. For the update of this plan, we conducted an evaluation of our current practices. The results were used to update the plan to help UCSB identify the next steps in becoming more sustainable. Department leads, with representation of staff, faculty, and students, drafted sections
of the plan establishing the time frame, action items, and goals to help provide a vision for long-term comprehensive sustainability through a series of action items designed to meet specified targets in 11 functional areas of campus.

BACKGROUND
In 2005, Chancellor Henry Yang charged the Campus Planning Committee (CPC) to develop a comprehensive sustainability plan. CPC appointed a sub-committee, chaired by the Associate Vice Chancellor of Administrative Services. The Subcommittee retained the services of Brightworks Northwest to lead four full-day workshops. Approximately 75 individual "change agents" comprised of students, staff, and faculty were trained in the sustainability framework known as The Natural Step. Shortly thereafter, an expanded set of sustainability change agents crafted the original Campus Sustainability Plan. It generated a great deal of momentum and increased fundamental awareness of UCSB's sustainability potential.

THE PLAN

The Campus Sustainability Plan is a dynamic document intended to provide a roadmap for major steps toward achieving sustainability over the next 15 to 20 years. The Chancellor's Campus Sustainability Committee (CSC) selects priorities each year.

These committees and subcommittees developed a series of recommendations,

goals, and objectives for various timeframes:

Short-Term = July 1 2012 -June 2014

Mid-Term = July 2014 - June 2020

Long-Term=July 2020 - June 2050

The main elements of the Sustainability Plan are the goals created by each of these functional working groups. It emphasizes short-term goals that can achieve positive change within a year or are initial steps that will allow transition into future goals. The process is iterative and will progress over time to transform the campus and advance us

closer to achieving a sustainable setting. The amalgamation of each group's ideas and proposals are detailed below.

ACADEMICS

Ensure that all graduates of UCSB are literate in the social, economic, and environmental aspects of sustainability and that sustainability research is supported.

ACCOMPLISHMENTS

> Established an Academic Senate Sustainability Work Group (SWG) in 2008.

> Offered 296 courses on sustainability and 25 courses related to sustainability, crossing 27 departments. These are outlined on the sustainability website.

> Offered sustainability options through the Education Abroad Program.

> Offered financial incentives to infuse sustainability into courses through the instructional development program's New Leaf Grant program.

> 217 faculty crossing 26 departments engaged in research related to sustainability. These are outlined on the UCSB sustainability website.

> Offered financial incentives to student researchers and faculty to address sustainability in research through fellowships and matching funds.

> Established Sustainability Champion Program in 2009, highlighting one faculty member a year to pursue research and teaching related to sustainability.

> Created a variety of programs which offer or help students find sustainability internships.

> UCSB chose a sustainability-related theme three times (2007, 2008, and 2011) for its UCSB Reads program. The UCSB Reads program is a common reading experience for the UCSB and Santa Barbara and Goleta communities.

> UCSB Early Academic Outreach Program and Sustainability launched the Educating Leaders for the Future Program, which trains at risk high school students in sustainability and exposes them to green academic and career pathways. The program partners with La Cuesta Continuation School and the Santa Barbara Housing Authority. As of June 2013, the program had served approximately 180 youth.

> Launched "Figuring Sea Level Rise;' a collaborative project, engaging faculty from a wide range of departments. The campus explored how sea level rise is perceived, projected and processed through workshops, seminars, a multi-media website, film screenings and a conference. The unifying "environmental media" approach considered how research on the rising oceans is conducted through measuring and modeling techniques and represented through media.

> Offer the Chancellor's Sustainability Internship Program which creates a capstone experience for students to develop and actuate the knowledge gained in their coursework.

> Host approximately 30 student interns working on 12-15 different projects at any given time through the UCSB Sustainability Internship Program housed in Geography.

> Offer 7 undergraduate degrees, 1 undergraduate minor, 1 undergraduate specialization, 2 graduate degrees, and 1 graduate emphasis related to sustainability.

> 12 Faculty in the English department offer over two dozen courses, creating seamless, strong coverage in eco-critical coursework from the early Renaissance through the 21st century. This is the basis for the Literature and Environment Program of UCSB which hosts an

undergraduate specialization and graduate colloquium.

## BUILT ENVIRONMENT
Create superior places to study, work, and live that enhance the health and
performance of occupants through sustainable design, construction,
operations, retrofits, and biomimicry.

## ACCOMPLISHMENTS
> Raised Sustainable Infrastructure Practice - Green Building Design for all new construction from LEED Silver to LEED Gold for
buildings approved after July 1, 2012.
> Implemented Chancellor's Sustainability Committee (CSC) Subcommittee on the Built Environment.
> Raised the LEED minimum rating on campus for new buildings from Silver to Gold for buildings approved after July 1, 2012.
> Implemented inclusion of one CSC member (or subcommittee member) on each building committee.
> Implemented practices to include LabRATS representation on all building committees for laboratory buildings or buildings that include
laboratory space.
> Completed the first LEED for Homes project in the UC System: North Campus Faculty Housing Phase I.
> Completed two LEED-EBOM Gold certifications for San Clemente Villages and Ellison Hall, both under the Portfolio Program, for a
total of 12 LEED-EB buildings on campus, more than any college or university in the nation (UCSB now has 44 LEED certifications in
place)

## COMMUNICATIONS
Integrate sustainability into the daily habits of the campus community and encourage active participation with students, faculty, and staff.

## ACCOMPLISHMENTS
> The Subcommittee created and printed 5,000 sustainability brochures in 2011-12, highlighting information from our Campus
Sustainability Plan, LEED certifications,
sustainability student programming and other recognitions.
> Created a sets of posters in spring 2012 for the green message boards around campus primarily geared towards increasing student
education and involvement in sustainability.
> On an annual basis, participated in various local events including Earth Day, All Gaucho Reunion and Spring Insight. The
Subcommittee also produced reusable
bags with UCSB's sustainability logo for the All Gaucho Reunion.
> Created a Public Relations Campaign for 2012/13 and 2013/14. Phase I of our image campaign, on-campus, included DigiKnows
(rotating slides displayed on digital
screens) and posters. Phase II went public in winter 2013 with 15-second videos shown in all local movie theaters, signage on four of the
40ft hybrid buses, a newsletter and blog on the sustainability website, and bi-weekly articles in the campus publication, The
Bottom Line.
> UCSB Associated Students (AS) implemented a Green Bill within both the legal and financial codes. Student Boards, Committees, and
Commissions in AS now
have sustainability policies in place.
> Identified and added sustainability layers (Hydration Stations, recycling and composting locations, and energy use statistics per
building) to the Interactive Campus Map (ICM).

## ENERGY
Achieve a climate neutral campus through energy efficiency, conservation,
on-site generation, and strategic procurement of clean and renewable
energy.

## ACCOMPLISHMENTS
> Reduced GHG emissions to 2000 levels on an absolute basis.

> Achieved 2014 GHG Reduction Target ahead of schedule; 4 percent absolute reduction in total main campus electricity consumption over the past two years.

> SEP highlights - $12.5M invested in energy projects during the initial Program cycle:

• Projected 9% absolute reduction in electricity usage achieved by current Program cycle energy projects

• Projected 7% absolute reduction in natural gas usage achieved by current

Program cycle energy projects

• Over $1 million annual utility savings

• Four percent reduction in GHG emissions achieved by initial Program cycle project

> Achieved an average of 1.6% reduction in total campus average energy use intensity (kBtu/sq ft/yr) over the past 10 years.

> Each year, students fund over $150,000 in environmental improvement projects on campus through The Green Initiative Fund (TGIF), including energy efficiency and renewable energy projects.

> The Renewable Energy Initiative (REI), passed in 2010, will generate nearly $3.4 million dollars through student lock in fees by the time it sunsets in 2020.

FOOD

Provide a local and organic closed loop food system by observing sustainability criteria for all purchasing, preparation and service, cleaning, and waste disposal.

ACCOMPLISHMENTS (H&RS)

> Created seasonal menu offering.

> Provided 24% organic and sustainable/local produce.

> Provided 100% sustainable seafood – Seafood Watch standard.

> Converted to using disposables that are 99% compostable.

> Composted all food waste and disposables.

> Recycled all paper, cardboard, tin, glass, plastic, and cooking oil.

> Installed compacters at all dining commons.

> Provided education for students through Sustainability Week, Nutrition Week, Earth Day, and Sustainable Fish Day.

> Cooked meals from scratch with fresh ingredients and 'just in time,' 'made-to-order' foods to reduce waste.

> Donated leftover food products to local food banks during shutdowns.

ACCOMPLISHMENTS (UCen Dining Services)

> Achieved 35% sustainable purchases in 2012.

> Opened Root 217, the first retail sustainable dining unit on campus.

> Awarded 'Best Practices' in 2012 by the California Higher Education on Sustainability conference committee.

> Diverted 150 tons of pre-consumer waste from landfill and composting per month.

> Achieved Santa Barbara Green Business Certification for all 10 of the UCen's dining or kitchen units

> Partnered with Facilities on the Grounds to Grounds program, diverting 90% of our coffee grounds to the campus landscape.

LABS, SHOPS, & STUDIOS

Assist researchers in reducing their impact on the environment while also improving safety, management practices, communication, and resource sharing.

ACCOMPLISHMENTS

> Secured stakeholder approval and launched a new laboratory recycling program in collaboration with Environmental Health & Safety, Marborg, LabRATS, Custodial Services, and more than 15 lab and building managers.

> In partnership with other campuses, increased growth of activity on the GreenLabsPlanning group with 126 total members, representing universities globally.

> Have an operating Surplus Chemical Program. As of Spring 2013, this program was able to divert 370 bottles of chemicals from waste to laboratory use.

> Re-launched the Environmental Assessment Program hosted by LabRATS, as LabSYNC, with four new levels of certification and added more options and resources for implementing new changes throughout and after the assessment.

> Hosted a demonstration of a motion activated fume hood sash closing system. Attendees included campus stakeholders in Facilities Management, as well as researchers, lab managers, and building managers from 5 science/engineering departments, and the College of Letters and Sciences.

> Presented for numerous conferences and webinars. Recent presentations include: Labs21 Conference in Oct 2011 ("Eliminating the Vicious Cycle of Uneducated Occupants") and a special waste webinar, "Special Concerns in Recycling – Lab & Hospital Waste"

> Replaced boiler in the Marine BioTech building, following a LabRATS assessment of the Waite lab.

> Organized a 1.5-day national lab management workshop in concert with the National Science Foundation, including more than 30 institutions.

> Developed a course module which introduces young and future researchers to how laboratory buildings work and have presented this lecture and related material to Physics, Mechanical Engineering, Materials, Electrical Engineering, and Writing Program classes.

> Eliminated the majority of mercury thermometers on the campus. Now there are less than five labs that use mercury thermometers in some situations.

> Regularly featured in case studies on laboratory sustainability and noted by other researchers, examples include an article on surplus chemical programs in the Journal of Chemical Health and Safety, Volume 19, Issue 1, January–February 2012, Pages 12–22; "Secrets revealed: Chemical surplus sharing at colleges and universities" and References in an Article in the Scientist Magazine July 2011: "How Green Is My Lab?"

> Published paper in collaboration with The Department of Energy, Lawrence Berkeley National Laboratory, and Davis on fume hood sash closure stickers: "Fume Hood Sash Stickers Increases Laboratory Safety and Efficiency at Minimal Cost: Success at two University of California Campuses"

## LANDSCAPE & BIOTIC ENVIRONMENT

Protect and maintain the natural campus environment through restoration, preservation, and education while enhancing the campus as a classroom.

## ACCOMPLISHMENTS

> Enhanced native species on the campus periphery through ecological restoration.

> Created a wildlife habitat for native species on the campus periphery.

> Completed monthly water audits on Storke field to ensure the 164 heads are operating efficiently.

> Developed an effective composting program for all campus clippings, shredded trees, etc., returning nutrients to the soil.

> Added stronger sandbags, ensuring better water quality by eliminating the possibility of sand in runoff.

> Renewed campus storm water infrastructure, passing central campus drainage through a centrifugal trash and sediment separator before discharging filtered water into campus wetlands (Faculty Club and Library corridor).

> Developed bioswales and treatment wetlands in several areas on campus (Manzanita, San Clemente, Library corridor) to percolate water back into the soil.

> Established the first permeable pavement on main campus walkways (Library corridor).

> Reduced the use of annuals for color on campus, selecting water-efficient perennials instead, and reducing the maintenance-intensive hedges

> Upgraded our two weather stations; The Rainmaster weather station irrigation system continuously collects rainfall, humidity, wind, and temperature data, altering the irrigation and modifying the amount of water pumped. Currently, we have 60% of turf area controlled.

> Brought attention to restored natural areas and restoration projects on campus through awards from Goleta Valley Beautiful and Higher Education Sustainability Awards and through offering tours for the California Native Plant Society, Creek Week, and Santa Barbara Botanic Garden.

## PROCUREMENT

Employ efficient procurement strategies, processes, and systems for the acquisition and responsible use of resources in a manner that supports the economy, society, and environment.

ACCOMPLISHMENTS

> Required use of environmentally preferable modular carpet tiles.

> Established clear E-waste standards for UCSB and system-wide application across entire spectrum of contracts for electronic commodities.

> Enacted interim Sustainable Furniture policy that requires green options be selected for all furniture purchases.

http://www.policy.ucsb.edu/policies/policy-docs/sustainable-procurement.pdf

> Expanded organic and locally produced food options - currently residential dining has incorporated 50.3% organics in their offerings.

> Added a 1.0 FTE Strategic Sourcing Manager position to the Purchasing staff, plus one other staffer dedicated to sustainability efforts.

> Physical Facilities and Housing & Residential Services use Green Seal certified chemicals and 100% recycled content paper in all restrooms and kitchens.

> Made Energy Star features mandatory with all new contracts for appliances, printers, copiers, fax machines, and personal computers.

> Began implementing an e-Procurement system, the UCSB Procurement Gateway (Gateway).

> Created two surplus sites to decrease purchase of new materials: chemical and equipment.

TRANSPORTATION

Develop strategies that reduce fuel use, air pollution, and carbon dioxide emissions while providing opportunities for alternative transportation, including bicycle and pedestrian infrastructure.

ACCOMPLISHMENTS

> Access to the Carpool Match Service twenty-four hours per day

> Subsidized MTD bus passes - unlimited access for all students

> Subsidized regional transit bus program for faculty and staff

> Subsidized van pools and carpools

> Access to In-Vehicle Parking Meter Technology tailored to allow the use and accumulation of 57 courtesy hours of parking per quarter

> Automatic enrollment in the "Emergency Ride Home Program"

> Access to bike lockers

> Students living farther than two miles away from campus that commute to campus by bike, bus, van pool or carpool are entitled to six courtesy days of parking per quarter

>Formalized a bicycle path/parking improvements policy that went into effect as an interim policy on 7/1/11, and was approved as a formal policy on 7/1/12

http://www.policy

. ucsb.edu/policies/policy-docs/sustain able-bicycle-path- parking. pdf

Formalized an alternative fuels and ultra efficient vehicle purchasing policy that went into effect 7/1/12

http://www.policy.ucsb.edu/policies/policydocs/sustainable-procurement.pdf

>Established an off-road diesel powered equipment idling standard operating procedure

http://www.ehs.ucsb.edu/units/envhlth/envirhealthpdf/UCSB_Off_Road_Idling.pdf

>Tire Retread Program re-treads heavy-duty tires to conserve resources

>Car share program – free sign-up and waiver of annual fees for all members of TAP

>Fleet Services division became recognized as a Model Pollution Prevention Vehicle Service and Repair Facility by the California EPA

>Transportation Services brought together Biodiesel

Industries and the Dining Commons for a program where all used cooking oil is converted into biodiesel

>Tracking and reporting of scope 3 emissions

>Tracking and reporting of Average Vehicle Ridership

>Expansion of Clean Cities C5 to the Ventura County line

>Installed twelve level 2 car charging stations

>Formalized an alternative fuels and ultra-efficient vehicle purchasing policy

ALTERNATIVE FUEL

>Campus owns 329 vehicles, of which 31% are alternatively fueled

>16 CNG vehicles, lowering dependency on foreign oil and reducing air pollution

>44 low-speed electric vehicles

>16 Hybrid vehicles (Toyota Prius: 11; Chevrolet Malibu, 3; Ford Escape: 2)

CURRENT MODE SPLIT

>The 2012 campus survey of UC Santa Barbara's transportation resulted in the following breakdown:

>Staff/faculty: On average, 52% use single occupant vehicles; 17% used a carpool; 6% bus; 9% a bike; 1% used a motorcycle; 1% walk; 13% don't commute

>Student: On average, 7% use a single occupant vehicle; 3% carpool; 7% bus; 50% bike; 16% walk; 8% other/skateboard; 9% don't commute


WASTE

Reduce and ultimately eliminate waste streams on campus with the ultimate goal of a net zero waste campus through implementation of "cradle to cradle" processes and
practices.


ACCOMPLISHMENTS

>100% of green waste is composted, and a portion is returned to campus as mulch.

>Worked with the Procurement Team to implement system-wide agreements on
reducing packaging.

>Established Campus Green Awards to recognize departments with exemplary recycling
programs.

>Introduced a campus-wide e-waste collection program.

> Expanded in-building commingled recycling infrastructure.

>Hosted UCSB's first zero waste athletic event, Zero Waste Weekend, at Harder Stadium.

>Introduced a coffee grounds compost program, which composts approximately two
tons each month.

> Established pre- and post-consumer food waste in all four dining facilities.

> Recycled 100% of all cooking oil that is reused as biodiesel.

> Established a campus compost system by the Arbor, Coral Tree, Courtyard Café, and
Buchanan to collect food waste in solar compacting BigBelly units.


WATER

Reduce potable water use while conserving all water resources within the campus watershed through implementation of efficiency measures, collection technologies,
re-processing and re-use.

ACCOMPLISHMENTS

> Converted to front loading washing machines.

> Installed more low water use dishwashers in Ortega Dining Commons and Carrillo Dining Commons.

> Converted to Energy Star Rated Appliances in H&RS.

> Installed .5gpm aerators in 13% of the campus restrooms.

> Installed dual flush valves in 20% of the campus restrooms.

> Converted to Waterless urinals in 35% of the campus restrooms.

> Installed 1.5gpm showerheads.

> Installed dual flush tanks in H&RS (1.6/.8gal).

> Extended the reclaimed irrigation system to 90% of the campus.

> Extended the weather controlled irrigation system to 85% of the campus.

> Converted to MR sprinkler rotator heads (30% more efficient).

> Gathered and assessed missing data for three water types: potable, reclaimed, and stormwater.

> Received funding from TGIF and the Coastal Fund to install 37 hydration stations across campus.

> H&RS installed hydration stations in each of the residence halls.

> Collected and assessed water data/consumption from campus metering to the public via the web.

> Updated campus GIS maps for potable and reclaimed water.

> Created strategy to capture and reuse partially polished DI water in lab buildings.

> Reduced potable water use by 25%.

> Audited restrooms and completed fixture counts and water flow rates.

> Received the 2011 Water Efficiency and Site Water Quality award for San Nicolas wetland and library mall storm drain project. The storm drain replacement is part of the campus' infrastructure construction project to replace antiquated utility lines and drains along a corridor that runs from Campbell Hall on the north to the lagoon. The project, which includes more than 20,000 square feet of permeable pavers, created a wetland adjacent to Girvetz Hall and helped with soil erosion and storm water filtration in the Campus Lagoon.

> Created the first comprehensive Water Action Plan in the UC System.

> Working closely with PF/CCBER/H&RS on a water management plan and planning and implementing water conservation measures.

> Providing information about water use and its global environmental impact to campus constituents.

> Revisiting campus water contracts to define areas of improvement in the short- and long-term.

> Crafting water-related policy and assisting with implementation measures.

> Coordinating with Landscape group to ensure plants used on campus have minimal water needs.

> Coordinating with the SWG to see where water issues can be integrated into the curriculum: propose "plants as a learning lab" approach to using campus landscaping and grounds as a teaching tool.

> Coordinating with the Procurement group to improve purchasing practices regarding water efficient supplies and equipment.

> Coordinating with the Waste group to address "best lab practices for microchemistry" to reduce water use.


**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 Chancellor's Campus Sustainability Committee (CSC) advises the Chancellor and campus administrators on matters of campus sustainability, makes recommendations on sustainability initiatives, helps prioritize initiatives, and monitors the execution and progress of the campus sustainability plan. It makes recommendations on allocations of available funding resources and provides guidance in the creation and fostering of alliances. The committee regularly solicits campus input in developing our vision to enhance our international leadership in this critically important area, using the Campus Sustainability Plan as a blueprint for our campus's sustainability efforts. We

are committed to fostering a culture of sustainability through campus-wide sustainability efforts, program development, and promulgating the sustainability work of staff, faculty, and students – our greatest renewable resource. UCSB strives to capitalize on our position as an institution of higher education to ensure that all students understand the interconnectedness of environmental, economic, and social systems and to communicate that we each have a role to play in sustainability.

More specifically, we aim to research, create, and implement solutions for a more sustainable future. We want all students graduating from UCSB to be motivated to integrate sustainability into their future professions, embedding sustainability throughout the workforce. We envision that all members of our campus community will have access to healthy foods and lifestyles and will be able to meet their needs today and in the future with minimal impact on the needs of others. Finally, UC Santa Barbara continues to seek to do business with companies that are integrating sustainability into their strategic planning and operations, as well as assisting their workers in meeting their own needs. Thus, we believe that building sustainable partnerships will result in a stronger local economy.

In order to achieve this vision, UC Santa Barbara continues to prioritize and monitor the implementation and progress of its sustainability initiatives. We encourage and coordinate the efforts of our faculty, staff, and students who are the front line of positive change by taking action today for a better tomorrow. By working with all sectors of the campus community, we look forward to helping UCSB maintain its leadership and attain its shared vision of a sustainable future.

We also have 11 committees/teams that work on sustainability in the following areas:

ACADEMICS
Ensure that all graduates of UCSB are literate in the social, economic, and environmental aspects of sustainability and that sustainability research is supported.

MISSION
UCSB is committed to the creation, dissemination, and assessment of knowledge on sustainable practices through classroom instruction, research, service learning, and visual and performing arts.

BUILT ENVIRONMENT
Create superior places to study, work, and live that enhance the health and performance of occupants through sustainable design, construction, operations, retrofits, and biomimicry.

MISSION
To provide education and seek resources to transform the UCSB campus design, development, construction, and modification process to ensure an energy efficient and environmentally responsible built environment.

COMMUNICATIONS
Integrate sustainability into the daily habits of the campus community and encourage active participation with students, faculty, and staff.

MISSION
Increase visibility and education to our internal and external stakeholders to promote a "culture of sustainability" which integrates sustainability into the daily habits of the campus community and encourages active participation with students, faculty, and staff.

ENERGY
Achieve a climate neutral campus through energy efficiency, conservation, on-site generation, and strategic procurement of clean and

renewable energy.

## MISSION
Reduce non-renewable energy consumption through efficiency, conservation and strategic procurement of energy resources.

1. Planning, development, and implementation of energy conservation measures
2. Reviewing plans for new construction to ensure that energy-efficient design strategies are incorporated into all new building and renovation projects
3. Investigating and employing new renewable and energy-efficient technologies
4. Providing information to campus constituents about UCSB's energy use and its global environmental impact

## FOOD
Provide a local and organic closed loop food system by observing sustainability criteria for all purchasing, preparation and service, cleaning, and waste disposal.

Food H&RS Residential Dining Services

## MISSION
To create a regional closed loop food system that includes criteria for all purchasing,
food preparation and service, presentation, cleaning and waste disposal,
equipment and supplies, facility design, and renovation and utilities.

Food-UCen Dining Services:

## MISSION
To provide sustainable and healthy food options for the campus community,
while maintaining financial sustainability for the university.

## LABS, SHOPS, & STUDIOS
Assist researchers in reducing their impact on the environment while also improving safety, management practices, communication, and resource sharing.

## MISSION
To reduce the environmental impact of laboratories,
medical facilities, shops, and art studios while also improving safety, management practices, communication, and resource sharing.

## LANDSCAPE & BIOTIC ENVIRONMENT
Protect and maintain the natural campus environment through restoration, preservation, and education while enhancing the campus as a classroom.

## MISSION
To increase biodiversity of the campus flora, maintain it as a living collection, and raise awareness about sustainable practices and self-sustaining systems, while reducing dependency on fossil fuels, extracted minerals, pesticides, and potable water.

## PROCUREMENT
Employ efficient procurement strategies, processes, and systems for the acquisition and responsible use of resources in a manner that supports the economy, society, and environment.

## MISSION
To facilitate the acquisition of resources in an environmentally conscientious and socially responsible manner, while supporting the UC education, research, and public service mission.

## TRANSPORTATION
Develop strategies that reduce fuel use, air pollution, and carbon dioxide emissions, while providing opportunities for alternative

transportation, including bicycle and pedestrian infrastructure.

MISSION

To reduce both consumption of natural resources and production of greenhouse gases as related to transportation, using appropriate technological, management, and behavioral solutions.

WASTE

Reduce and ultimately eliminate waste streams on campus, with the ultimate goal of a net zero waste campus through implementation of "cradle to cradle" processes and practices.

MISSION

To ultimately eliminate waste streams on the campus, with the eventual goal of a net zero waste campus through implementing "cradle to cradle" processes and practices. UCSB strives to reduce the amount of waste leaving the University by implementing on-campus waste management programs and practices.

WATER

Reduce potable water use, while conserving all water resources within the campus watershed through implementation of efficiency measures, collection technologies, re-processing and re-use.

MISSION

To minimize potable water use on campus, while striving to collect as much water as possible from within the campus footprint for first use, re-processing, and reuse. To treat storm water onsite to ensure it exits the site unpolluted. To have seawater used on campus re-enter the marine environment in a non-invasive state.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Members for 2013/2014:

Pam Lombardo, Acting Associate Vice Chancellor, Co-Chair, Chancellor's Sustainability Committee

Bruce Tiffney, Dean, College of Creative Studies, Faculty, Earth Science, Co-Chair, Chancellor's Sustainability Committee

David Austin, Faculty, Institute for Energy Efficiency

Eric Matthys, Faculty, Co-Chair Academic Senate

Igor Mezic, Faculty Member, College of Engineering

Paolo Gardanali, Staff Representative, Social Science Survey Center

Karly Miller, Graduate Student Association Representative

Roland Geyer, Faculty, Bren School of Environmental Science & Management

Mel Manalis, Faculty, Environmental Studies

Mark Brzezinski, Faculty, Ecology Evolution And Marine Biology

Britt Ortiz, Staff Representative, Student Affairs

Constance Penley, Faculty, Carsey-Wolf Center for Film, Television and New Media

Denise Stephens, Campus Librarian

Jennifer Sue, Environmental Affairs Board Undergraduate Representative

Ashley Koide/Dylan Tompkins, Associated Students Undergraduate Representative

Advisors to the Committee:

Walter Kohn, Noble Laureate

Alan Heeger, Noble Laureate

Bill Shelor, (Community Member) Sustainability University Now (SUN) Representative

Consultants to the Committee:

Marc Fisher, Senior Associate Vice Chancellor, Administrative Services

George Foulsham, News Director, News & Communications

Mo Lovegreen, Director, Campus Sustainability

Staff to the Committee:

Jewel Snavely, Campus Sustainability Coordinator

Members for 2012/2013:

Ron Cortez, Associate Vice Chancellor, Co-Chair, CSC

Bruce Tiffney, Dean, College of Creative Studies, Faculty, Earth Science, Co-Chair, CCS

David Austin, Faculty, Institute for Energy Efficiency

Eric Matthys, Faculty, Co-Chair Academic Senate

Paolo Gardanali, Staff Representative, Social Science Survey Center

Steffen Gauglitz, Graduate Student Association Representative

Roland Guyer, Faculty, Bren School of Environmental Science & Management

Mel Manalis, Faculty, Environmental Studies

Joel Michaelsen, Faculty, Geography

Britt Ortiz, Staff Representative, Student Affairs

Constance Penley, Faculty, Carsey-Wolf Center for Film, Television and New Media

Denise Stephens, Campus Librarian

Kyle Fischler, Environmental Affairs Board Undergraduate Representative

Kayla Donley, Associated Students Undergraduate Representative

Advisors to the Committee:

Walter Kohn, Noble Laureate

Alan Heeger, Noble Laureate

Darlene Chirman, Sustainability University Now (SUN) Representative

Mark Brzezinski, Faculty, Ecology, Evolution, & Marine Biology

Consultants to the Committee:

Marc Fisher, Senior Associate Vice Chancellor, Administrative Services

George Foulsham, News Director, News & Communications

Mo Lovegreen, Director, Campus Sustainability

Staff to the Committee:

Jewel Snavely, Campus Sustainability Coordinator


**The website URL where information about the sustainability committee(s) is available:**

http://www.sustainability.ucsb.edu/about-us/ccsc/

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes


**A brief description of each sustainability office:**

The Office of Sustainability reports to the Acting Associate Vice Chancellor of Administrative Services and has a director, one staff member that splits her time between sustainability work and as the TGIF Grants Manager, and another staff member that focuses on Curriculum, Co-Curricular, & Research Initiatives, the CA Higher Education Sustainability Conference/Central Coast Sustainability Summit, and a part-time Postdoctoral Researcher; Staff Advisor, LabRATS.

Within Facilities Management, there is the Campus Energy Manager, the LEED Program Manager, the LEED Program Assistant, and the Recycling, Refuse, & Water Conservation Manager.

Within Student Affairs, there is the Sustainability Coordinator/Renewable Energy Initiative Grant Manager.

Within Associated Students, there is the Recycling Coordinator.

Within Housing & Residential Services, there is the Environmental & Energy Programs Manager.

Within EH&S, there is the Environmental Programs Specialist.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

12

**The website URL where information about the sustainability office(s) is available:**

http://www.sustainability.ucsb.edu/

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

See below, there were not enough spaces in this box for our staffing.

**A brief description of each sustainability officer position:**

Jewel Snavely, Campus Sustainability Coordinator, serves as the TGIF (The Green Initiative Fund) budget, organizational, and staff spokesperson. She participates in policy, marketing, and grant writing development; develops and manages proposal submission, review, and award processes; and ensures proper financial oversight of funds.

Jewel also supports the campus-wide sustainability effort (including but not limited to TGIF). She provides staff support to the Chancellor's Campus Sustainability Committee; is responsible for internal and external reporting including to (but not limited to) the UC Office of the President, ACUPCC, and other sustainability surveys that UCSB participates in; and assists with the organization of sustainability working team/change agent meetings and bi-monthly core sustainability staff meetings. She also maintains the website, print material, and coordination of green student intern and volunteer programs; works to optimize philanthropic support in coordination with Development Office staff; provides support for campus sustainability plan/indicators and working teams; and assists with coordination on sustainability PR/outreach efforts.

The following other UCSB employees also fill the role of sustainability coordinator:
1) Stacey Callaway, Environmental Programs Specialist, Environmental Health & Safety
2) Amorette Getty, Post-Doctoral Researcher, Staff Advisor for LabRATS, Office of Sustainability/Geography
3) Cassidy Greene, LEED program assistant, Facilities Management
4) Mo Lovegreen, Director, Campus Sustainability, Office of Sustainability/Geography
5) Katie Maynard, Sustainability Coordinator for UCSB (focus on academics and internships) and Events Manager for the CA Higher Education Sustainability Conference, Office of Sustainability/Geography
6) David McHale, Associate Director/Utility & Energy Services, Facilities Management
7) Matthew O'Carroll, Recycling, & Water Efficiency Manager, Facilities Management
8) Jordan Sager, LEED Program Manager, Facilities Management
9) Sarah Siedschlag, Recycling Program Coordinator, Associated Students
10) Andrew Riley, Sustainability Coordinator/REI Grants Manager, Student Affairs
11) Mark Rousseau, Energy & Environmental Manager, Housing and Residential Services
12) Jodi Woods, Environment Compliance Technician, Environmental Health & Safety

**The website URL where information about the sustainability officer(s) is available:**

http://www.sustainability.ucsb.edu/contacts/

# Sustainability Planning

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**Criteria**

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

| | Current and Formal Plans (Yes or No) | Measurable Objectives (Yes or No) |
|---|---|---|
| **Curriculum** | Yes | Yes |
| **Research (or other scholarship)** | Yes | Yes |
| **Campus Engagement** | Yes | Yes |
| **Public Engagement** | Yes | Yes |
| **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 | --- | --- |
| --- | --- | --- |

## A brief description of the plan(s) to advance sustainability in Curriculum:

The mission of the Academic Senate Sustainability Work Group (SWG) is to ensure that all graduates of UCSB are literate in the social, economic, and environmental aspects of sustainability and that sustainability research is supported.

UCSB is highly respected for its scholarly pursuits related to the environment and sustainability. Close to half of our academic departments offer courses and/or host faculty who conduct research on sustainability. Further, many of our research institutes and teams, such as the Marine Science Institute; the UCSB working group on Psychology, Environment, and Public Policy (PEPP); the NSF Center for Nanotechnology in Society; the Earth Research Institute; and the Carsey-Wolf Center, focus on technological and social solutions related to the stewardship and protection of our planet and its resources. Many of UCSB's accomplishments reflect the actions of a variety of campus entities. The SWG works to coordinate and publicize these achievements and develop goals for the short and long term.

## The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Short-Term Goals (June 2012-2014)
1. Launch PhD emphasis in environment/sustainability.
2. Secure $10k/yr from donor sources for the Sustainability Champion.
3. Secure $6k/yr for the Chancellor's Sustainability Internship Program.
4. Develop a UCSB speakers' bureau with faculty experts in sustainability and the environment.
5. Launch a sustainable commons video project, which will collect and disseminate videos of faculty to be infused into courses as supporting media/course modules.
6. Assess all co-curricular sustainability activities.
7. Coordinate UCSB faculty recruitment efforts on the environment and sustainability.
8. Develop an eco-literacy assessment program.
9. Set aside funding to encourage development of courses related to climate change, especially in departments that do not typically address this issue.
10. Expand the New Leaf Grant Program, infusing environment/sustainability into courses, to $10k.
11. Develop a Climate Change Student Peer Educators Program.
12. Develop a Sustainability Fellowship Program.
13. Encourage faculty to continue to regularly engage in statewide and national sustainability associations.
14. Identify ways to use UCSB as a living laboratory and develop a plan to implement these strategies.
15. Collaborate with other UCs to develop consistent reporting guidelines for sustainability in academics.

Short-Term Goals (June 2014-2020)
1. Identify courses on sustainability and climate change in the catalog.
2. Develop a funding source to encourage the development of courses related to climate change, especially in departments that do not typically address this issue.
3. Expand "Infusing sustainability into the curriculum" program
4. Develop a UCSB special subjects general education (GE) requirement in environment/sustainability.

Long-Term Goals (June 2020-2050)
1. Initiate a long-term strategy to maintain and increase the number of environmental science and climate change faculty.
2. Create a program to support student-initiated eco-entrepreneurship. This may be an expansion of existing eco-entrepreneurship programs on-campus.
3. Endow the Sustainability Champion and Chancellor's Sustainability Internship Program.

**Accountable parties, offices or departments for the Curriculum plan(s):**

Academic Senate Sustainability Work Group Members:
Peter Alagona, Assistant Professor, History, and Environmental Studies
Lisa Berry, Lecturer, Environmental Studies; Instructional Consultant, Instructional Development
David Lopez-Carr, Director, Latin American and Iberian Studies; Professor of Geography
David Cleveland Professor, Environmental Studies
Deborah Karoff Executive Director, Academic Senate
Bruce Kendall, Associate Dean, Graduate Division; Associate Professor, Bren School
LeeAnne Kryder, Director, Business Communication Track of the Professional Writing Minor
David Lea, Professor of Earth Science
Mo Lovegreen, Director, Campus Sustainability; Executive Officer, Department of Geography
Eric Matthys, Professor of Mechanical Engineering
George Michaels, Executive Director, Instructional Development
Dar Roberts, Chair, Department of Geography; Professor of Geography
Josh Schimel, Professor, Ecology, Evolution, and Marine Biology; Environmental Studies
Eric Smith, Professor, Political Science
Jennifer Thorsh, Director, Cheadle Center for Biodiversity and Ecological Restoration
Bruce Tiffney, Dean, College of Creative Studies; Professor, Earth Science
Susannah Scott, Professor, Chemical Engineering; Chemistry and Biochemistry
Ann-Elise Lewallen, Assistant Professor, East Asian Languages and Cultural Studies
Karly Miller, Graduate Student Representative
Karen Housel, Undergraduate Sustainability Intern
Katie, Maynard (staff to the committee) from the Office of Sustainability


**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

The mission of the Academic Senate Sustainability Work Group (SWG) is to ensure that all graduates of UCSB are literate in the social, economic, and environmental aspects of sustainability and that sustainability research is supported.

UCSB is highly respected for its scholarly pursuits related to the environment and sustainability. Close to half of our academic departments offer courses and/or host faculty who conduct research on sustainability. Further, many of our research institutes and teams, such as the Marine Science Institute; the UCSB working group on Psychology, Environment, and Public Policy (PEPP); the NSF Center for Nanotechnology in Society; the Earth Research Institute; and the Carsey-Wolf Center, focus on technological and social solutions related to the stewardship and protection of our planet and its resources. Many of UCSB's accomplishments reflect the actions of a variety of campus entities. The SWG works to coordinate and publicize these achievements and develop goals for the short and long term.


**The measurable objectives, strategies and timeframes included in the Research plan(s):**

Short-Term Goals (June 2012-2014)
1. Assess all co-curricular sustainability activities.
2. Coordinate UCSB faculty recruitment efforts on the environment and sustainability.
3. Further develop interdisciplinary research collaborations on sustainability and climate change.
4. Develop a Sustainability Fellowship Program.

5. Promote a "learn at lunch" or seminar program to bring together researchers from diverse disciplines working on sustainability and the environment.

6. Develop a program to regularly offer work-study internships in sustainability.

7. Identify ways to use UCSB as a living laboratory and develop a plan to implement these strategies.

Short-Term Goals (June 2014-2020)

1. Develop 2-3 large-scale demonstration projects that engage campus researchers, link to curriculum, and set UCSB in a leadership position beyond peer institutions.

2. Develop community-based, multi-disciplinary research projects on climate change issues.

Long-Term Goals (June 2020-2050)

1. Have a center for climate change studies.

2. Initiate long-term strategy to maintain and increase the number of environmental science and climate change faculty.

3. Develop a fellowship program for undergraduate and graduates researching climate change.

4. Create a program to support student-initiated eco-entrepreneurship. This may be an expansion of existing eco-entrepreneurship programs on-campus.

5. Implement demonstration projects developed in mid-term.

6. Involve UCSB faculty in local research on sustainability, through multidisciplinary research teams.

7. Endow the Sustainability Champion and Chancellor's Sustainability Internship Program.

**Accountable parties, offices or departments for the Research plan(s):**

The Academic Senate Sustainability Work Group (SWG), Members:

Peter Alagona, Assistant Professor, History, and Environmental Studies

Lisa Berry, Lecturer, Environmental Studies; Instructional Consultant, Instructional Development

David Lopez-Carr, Director, Latin American and Iberian Studies; Professor of Geography

David Cleveland Professor, Environmental Studies

Deborah Karoff Executive Director, Academic Senate

Bruce Kendall, Associate Dean, Graduate Division; Associate Professor, Bren School

LeeAnne Kryder, Director, Business Communication Track of the Professional Writing Minor

David Lea, Professor of Earth Science

Mo Lovegreen, Director, Campus Sustainability; Executive Officer, Department of Geography

Eric Matthys, Professor of Mechanical Engineering

George Michaels, Executive Director, Instructional Development

Dar Roberts, Chair, Department of Geography; Professor of Geography

Josh Schimel, Professor, Ecology, Evolution, and Marine Biology; Environmental Studies

Eric Smith, Professor, Political Science

Jennifer Thorsh, Director, Cheadle Center for Biodiversity and Ecological Restoration

Bruce Tiffney, Dean, College of Creative Studies; Professor, Earth Science

Susannah Scott, Professor, Chemical Engineering; Chemistry and Biochemistry

Ann-Elise Lewallen, Assistant Professor, East Asian Languages and Cultural Studies

Karly Miller, Graduate Student Representative

Karen Housel, Undergraduate Sustainability Intern

Katie, Maynard (staff to the committee) from the Office of Sustainability.

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

MISSION

Increase visibility and education to our internal and external stakeholders to promote a "culture of sustainability" which integrates sustainability into the daily habits of the campus community and encourages active participation by students, faculty, and staff.

BACKGROUND

The Chancellor's Campus Sustainability Committee (CSC) recognized a need to educate our own campus as well as the local community about UCSB's sustainability accomplishments, so they formed the Communications Sub¬committee with the charge of identifying noteworthy campus sustainability information and promoting it to the campus, local community, state, and nation.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

SHORT-TERM GOALS JUNE 2012 – 2014

1. The 2012/13 campaign was developed around water, waste, and climate. The 2013/14 plan includes research, food, and built environment.
2. Continue development of sustainability layers in the ICM and create mobile applications.
3. Create a thorough brochure/annual report that discusses UCSB's Sustainability achievements and goals to distribute at the CHESC in June 2013.
4. Develop a rotating set of posters for the green boards and for the BigBelly units.
5. Continue tracking website traffic and analytics to determine trends that emerge as a result of the Sustainability Public Relations Campaign. This will create a 2012/13 academic year baseline for comparison with future campaigns.
6. Collect data for impressions of the public relations campaign.

MID-TERM GOALS JUNE 2014 – 2020

1. Have dedicated media/ publicity personnel established in Office of Sustainability.
2. Increase impressions imparted to our target audience by 10% from our baseline established at the end of 2012/13 academic year. We can achieve this by:

a. Advertising on Green Board
b. Advertising on BigBelly side panels
c. Advertising on DigiKnows (in each of the residence halls and dining halls)
d. Advertising on sandwich boards in strategic locations around the campus
e. Advertising on Facebook and Twitter pages in addition to posting messages and events on our own profile pages.

LONG-TERM GOALS JUNE 2020 – 2050
1. Increase impressions imparted to our target audience by 20% from our baseline established at the end of academic year 2012/13.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

Keri Bradford, Marketing, Design & Social Media Coordinator, Student Affairs
George Foulsham, Director of News and Media Relations, Public Affairs
LeeAnn Kryder, Director, Business Communications Track, Professional Writing Program
Kristen LaBonte, Life Sciences Librarian, Davidson Library
Mo Lovegreen, Director, Campus Sustainability
Britt Ortiz, Director, Early Academic Outreach

Margaret Rankin, Digital Production Services, Library Information Systems & Digital Initiatives, Davidson Library
Andrew Riley, Sustainability Coordinator, Student Affairs
Sarah Sideschlag, Recycling Program Coordinator, Associated Students

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

MISSION
Increase visibility and education to our internal and external stakeholders to promote a "culture of sustainability" which integrates sustainability into the daily habits of the campus community and encourages active participation with students, faculty, and staff.

BACKGROUND
The Chancellor's Campus Sustainability Committee (CSC) recognized a need to educate our own campus as well as the local community about UCSB's sustainability accomplishments, so they formed the Communications Sub¬committee with the charge of identifying noteworthy campus sustainability information and promoting it to the campus, local community, state, and nation.

Public Outreach
In this area, the campus is utilizing the website, 30 second trailers in all the local movie theaters (running all academic year and part of summer) on various sustainability topics, and we have signage inside all the local buses, and are working on adding van-pool-wraps, sustainability messages on the outside of all 11 of our campus van-pool fleet.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

SHORT-TERM GOALS JUNE 2012 – 2014

1. Incorporate sustainability message on the exterior of our campus van-pool vehicles.
2. Continue development of sustainability layers in the ICM, and create mobile applications.
3. Continue tracking website traffic and analytics to determine trends that emerge as a result of the Sustainability Public Relations Campaign. This will create a 2012/13 academic year baseline for comparison with future campaigns.
4. Collect data for impressions of the public relations campaign.

MID-TERM GOALS JUNE 2014 – 2020

3. Increase impressions imparted to our target audience by 10% from our baseline established at the end of 2012/13 academic year. We can achieve this by:
a. Increasing the number of buses/shuttles that carry our advertisements – right now we only advertise on 4 out of 106 buses.
b. Advertising in off-campus Santa Barbara publications.
c. Showing 30 second video trailers at the Santa Barbara International Film Festival screenings. This would reach an audience beyond the local movie-goers in Santa Barbara and may include potential donors.
d. Incorporating signage on the outside of our vans.

LONG-TERM GOALS JUNE 2020 – 2050
1. Increase impressions imparted to our target audience by 20% from our baseline established at the end of academic year 2012/13.

**Accountable parties, offices or departments for the Public Engagement plan(s):**

Keri Bradford, Marketing, Design & Social Media Coordinator, Student Affairs

George Foulsham, Director of News and Media Relations, Public Affairs

LeeAnn Kryder, Director, Business Communications Track, Professional Writing Program

Kristen LaBonte, Life Sciences Librarian, Davidson Library

Mo Lovegreen, Director, Campus Sustainability

Britt Ortiz, Director, Early Academic Outreach

Margaret Rankin, Digital Production Services, Library Information Systems & Digital Initiatives, Davidson Library

Andrew Riley, Sustainability Coordinator, Student Affairs

Sarah Sideschlag, Recycling Program Coordinator, Associated Students


## A brief description of the plan(s) to advance sustainability in Air and Climate:

The University developed an action plan for becoming climate neutral, which includes: a feasibility study for meeting the 2014 and 2020 goals (and) a target date for achieving climate neutrality as soon as possible, while concurrently maintaining the University's overall mission. Climate neutrality means that the University will have a net zero impact on the Earth's climate, and it will be achieved by minimizing GHG emissions as much as possible and by using carbon offsets or other measures to mitigate the remaining GHG emissions. In accordance with these initiatives, the University of California, Santa Barbara (UCSB) created a Climate Action Plan (CAP), approved by the Chancellor's Campus Sustainability Committee in August 2009. The 2009 CAP was drafted with the best available data and methodology. It was intended to establish an institutional framework for the inventorying, annual tracking, and strategic reduction of GHG emissions, to be updated on a biennial basis. The 2012 CAP included revised GHG emissions baselines and reduction goals, as well as updated GHG emissions inventory results through calendar year 2010. Additionally, it included GHG emissions from commuting and University-funded air travel. This was updated again in early 2014.

GHG emissions resulting from activities under UCSB's operational control were inventoried and reported annually to the California Climate Action Registry (CCAR) for years 2004 through 2009. In 2010, UCSB began reporting to The Climate Registry (TCR), which has replaced CCAR. The 2014 CAP includes GHG emissions inventory results through calendar year 2012 and mitigation strategies as well as revised emissions forecasts. The total 2011 GHG emissions were 90,959 metric tons of carbon dioxide equivalents (MT CO2e), and total 2012 GHG emissions were 91,596 MT CO2e.


## The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The 2014 UC Santa Barbara Climate Action Plan (CAP) details the following GHG emissions reduction targets:
• 2014: 2000 Emissions Level – 99,699 MT CO2e
• 2020: 1990 Emissions Level – 90, 736 MT CO2e
• 2025: Scope 1 & 2 Carbon Neutrality (Set by UC President Janet Napolitano)

UC President Napolitano's Carbon Neutrality in its operations by 2025 goal, while a laudable goal which will inspire creative ways of reducing our GHG emissions, will only be achievable through financial partnerships with the UC-system and the State of California. UCSB will have to reduce scope 1 and 2 emissions by 54,000 MT CO2e from 2025 projected BAU emissions levels and by 44,824 MT CO2e from projected emissions levels with mitigation (mitigation strategies outlined in section 5 of this CAP) in order to meet the 2025 carbon neutrality goal of zero net operating emissions. In addition to the $31 million (table 1) in estimated investment costs for mitigation strategies outlined in section 5 of this CAP, UCSB will need to invest $14.5 million in energy efficiency and conservation projects. While large reductions can be made through energy efficiency and conservation, which have a considerable return on investment and payback period, at some point, emissions must be further reduced by increasing the use of renewable energy or by obtaining offsets. UCSB will need to spend an additional 7 million dollars in 2025 for the purchase of carbon free energy and offsets, increasing the amount needed to cover the annual utility budget to $18 million.

Form a System-Wide Committee

Reaching Carbon Neutrality by 2025 will require coordinated efforts within the UC-System. Therefore, a multi-campus committee should be formed to explore what mitigation strategies are needed to meet the carbon neutrality target. Committee Members should include representatives from the UC Office of the President, the Sustainability Office and UC Office of the President, Facilities Management Services, Energy/Utilities group, and key faculty involved in energy efficiency research, and the main goal of the committee should be to find shared resources that will allow all campuses to reach the Carbon Neutral Goal.

Some of the strategies our campus could explore include but are not limited to the following:

Reducing Energy Demand

1. Complete an entire campus energy audit – Over the last decade, the campus has made tremendous efforts to reduce GHG emissions through energy efficiency measures, and most of the low hanging fruit has already been targeted. A complete campus building audit will help to identify where efficiency efforts are still needed and what projects will have the greatest energy savings.

2. Extend funding for future energy efficiency projects - The SEP has been the most effective mitigation strategy for the campus. Continued funding for energy efficiency projects, either through the continuation of the SEP or a similar program, will be crucial in helping to meet the carbon neutral goal.

3. Increase energy savings behavior – Energy savings behavior will need to be increased through education and outreach, as well as by energy incentive programs that penalize energy wasting behavior (see sections 5.4).

Increasing Renewable Energy Supplies

1. Advocate more renewable options from SCE – emissions from purchased electricity account for just over 30% of campus' total emissions. Increasing the amount of renewables UCSB purchased above the 33 percent renewables by the 2020 standard will greatly decrease campus emissions.

2. Biogas procurement – Substituting natural gas with Biogas would greatly reduce scope 1 emissions. One option is for the Campus to procure biogas through a purchase agreement with a local gas company. For example, BioFuels Energy, LLC ("BFE") secured long term bio-gas rights from the Point Loma Wastewater Treatment Facility and has developed the first commercial project in California to purify wastewater treatment digester gas for injection into natural gas pipelines. Under a long term Power Purchase Agreement, BFE has agreed to provide 2.8 MW of Biogas to the University of California San Diego. Another option would be to build a campus biodigester that could be fueled by campus waste. UC Davis received a research grant from the Public Interest Energy Research (PIER) program of the California Energy Commission to develop and construct a pilot-scale anaerobic digester system that will be fueled by campus waste and produce enough biogas to generate approximately four million kwh of electricity annually.

Purchasing offsets

1. Purchase renewable energy credits and offsets – Offsets will need to be purchased if the University cannot secure enough renewable energy to cover natural gas and electricity demand. Offsets will also need to be purchased for emissions from propane and diesel usage which cannot be eliminated or substituted.

At some point, emissions must be further reduced by increasing the use of renewable energy or by obtaining offsets. Emissions from electricity can be eliminated with the purchase of 100 percent renewable energy, while emissions from natural gas, propane, and diesel usage that cannot be eliminated or substituted will require offsets.

PROJECTED FUTURE EMISSIONS AND REDUCTIONS

UCSB's forecast of GHG emissions between 2012 and 2020 contains several specified reduction measures:

1. Conservation: emission reduction estimate - 2,374 MT CO2e, resulting from behavioral change. Based on case studies, a 5 percent reduction in electricity use by 2020 is achievable if the campus successfully decentralizes the main utility budget.

2. On-site Renewable Energy: emission reduction estimate - 498 MT CO2e, resulting from build-out of renewable energy generation capacity on campus. The campus is currently adding photovoltaic arrays on the roof of parking lot 22; the project began construction in October 2013 and will be completed in June of 2014. Additionally, the campus plans on adding two large photovoltaic arrays (approximately 500 kilowatts each) before 2020, resulting in a build-out of an additional 1000 kilowatts of on-site solar production.

3. Strategic Energy Partnership: emission reduction estimate: 6,272 MT CO2e, resulting from energy efficiency projects. These projects are funded through utility incentives, capital project costs, and UC bond financing.

4. Air Travel Reduction: emission reduction estimate: 1,724 MT CO2e, resulting from reduced travel budgets, coupled with increased use of video conferencing. This CAP assumes a 5 percent reduction in air travel through incentivizing teleconferencing over in-person travel. In further iterations of this CAP, air travel emissions will be revised through a standard UC approach currently under development.

Additionally, the university has no formalized programs to incentivize video/tele-conferencing, but promoting/subsidizing this alternative shall be actively pursued.

5. Commuting Reduction: emissions reduction estimate: 1,016 MT CO2e' resulting from housing new population growth in proximity to campus.

UCSB's planned mitigation and reduction measures put the campus on a trajectory to achieve the 2020 emissions targets. Additional measures will be necessary in order for the campus to achieve GHG neutrality by 2025. UCSB will have to reduce scope 1 and 2 emissions by an additional 44,824 MT CO2e in order to meet the 2025 carbon neutrality goal of zero net operating emissions. This will require a $14.5 million in energy efficiency projects and a $700,00 annual investment in conservation efforts. While large reductions can be made through energy efficiency and conservation, which have a considerable return on investment and payback period, at some point, emissions must be further reduced by increasing the use of renewable energy or by obtaining offsets. UCSB will need to spend an additional 7 million dollars in 2025 for the purchase of carbon free energy and offsets, increasing our annual utility bill significantly; currently, it is around 12 Million Dollars annually.

## Accountable parties, offices or departments for the Air and Climate plan(s):

David Austin, Executive Director, Institute for Energy Efficiency

Isabelle Geczy, Undergraduate Representative

Mel Manalis, Senior Lecturer, Environmental Studies

David Mchale, Associate Director/Utilities and Energy Services, Facilities Management

George Levinthal, Architect, Design & Construction Service

Mo Lovegreen, Director, Campus Sustainability

Eric Matthys, Professor, Mechanical Engineering

Katie Maynard, Sustainability Coordinator

Thuc-Quyen Nguyen; Professor, Chemistry and Biochemistry

Andrew Riley; Sustainability Coordinator, Student Affairs

Jordan Sager, LEED Program Manager, Facilities Management

Jewel Snavely, Campus Sustainability Coordinator/TGIF Grants Manager

Bob Wilkinson, Adjunct Associate Professor, Bren School, Environmental Studies

## A brief description of the plan(s) to advance sustainability in Buildings:

MISSION

To provide education and seek resources to transform the UCSB campus design, development, construction, and modification process to ensure an energy efficient and environmentally responsible built environment.

BACKGROUND

Low-impact design, construction, and facility operations are fundamental to working toward a more sustainable campus. As a method for ensuring sustainability goals are met with each new capital project, UC Santa Barbara utilizes the US Green Building Council's Leadership in Energy & Environmental Design (LEED) rating system as a design guideline and construction process verification tool. In 2002, UCSB became the first higher education institution to construct a LEED for New Construction (LEED-NC) Platinum building: Bren Hall. Home to the Bren School of Environmental Science & Management and the Environmental Studies Program, Bren Hall became the first building in the nation to have achieved LEED Platinum rating for both New Construction and Operations & Maintenance.

The first UC Green Building and Clean Energy policy required all new UC buildings and major renovation projects after July 1, 2004 to achieve LEED certified equivalency and surpass California's Building Energy Efficiency requirements by 20 percent. At that time, UC Santa Barbara enacted a more stringent practice, stating that all new campus construction projects approved after July 1, 2004 must

achieve LEED Silver certification. As of July 1, 2012, all new facilities will target LEED Gold certification as a minimum. Savings by Design is a component of the statewide Utility Energy Partnership leveraged on all new building projects at UCSB. The program provides support to design teams and incentives to building owners to integrate energy efficiency into new building projects. In the fall of 2008, UCSB began a pilot project with the US Green Building Council called the LEED for Existing Buildings (EB) Portfolio Program, which aims to achieve LEED-EB certification of 25 existing campus buildings. This approach will allow UCSB to gain recognition for the green operations on a campus-wide basis and greatly streamline the assessment and certification process.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

SHORT-TERM GOALS JUNE 2012 – 2014
1. Add renovation policies to the Campus' Green Building Practice.
2. Have a qualified sustainability representative on each campus committee participating in building design/construction, including the Chancellor's Campus Sustainability Committee and Department buildings committees.

MID-TERM GOALS JUNE 2014 – 2020
1. Complete the certification of 25 campus buildings as a demonstration of the success of the LEED-EB Portfolio Program.

LONG-TERM GOALS JUNE 2020 – 2050

1. Design, construct, and operate buildings, using a closed-loop process, calling for no waste in the construction process and building operation. Barriers at this point are knowledge, such as life-cycle data, and technology. Biomimicry is the impetus for this goal.
2. Striving for zero waste, pollution, and net habitat impact.

**Accountable parties, offices or departments for the Buildings plan(s):**

Marc Fisher, Senior Associate Vice Chancellor, Administrative Services
Jordan Sager, LEED Program Manager, Facilities Management
Barry Colwell, Associate Director of Building Development and Resources, Housing & Residential Services
Chuck Haines, Director of Capital Development, Office of Budget & Planning
Mo Lovegreen, Director, Campus Sustainability
Igor Mezic, Professor of Mechanical Engineering
Andrew Riley, Sustainability Coordinator, Student Affairs
Dennis Whelan, Associate Campus Planner, Office of Budget & Planning
Jack Wolever, Director, Design & Construction Services

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

The working area for food is divided into two groups:
Housing & Residential Services Dining (H&RS) and The University Center (UCen) These areas cover food production on the entire campus.

MISSION (H&RS Dining Services)
To create a regional closed loop food system that includes criteria for all purchasing, food preparation and service, presentation, cleaning and waste disposal, equipment and supplies, facility design, and renovation and utilities.

BACKGROUND

H&RS Dining Services aims to provide a variety of healthy and sustainable food for the campus community, including students, staff, faculty, and guests. Dining Services promotes the academic mission of UCSB and creates a sense of community through support services and developmental programs. We strive to:

Protect, preserve, and regenerate our environmental resources for the future.

Provide the highest quality healthy and nutritious food without additives, pesticides, or preservatives.

Reduce food and waste generation.

Use waste products to generate other sources of energy.

Reduce use of energy sources: gas, electricity, water.

Reduce transportation of goods, thus reducing greenhouse gas emissions

The University Center

MISSION

To provide sustainable and healthy food options for the campus community, while maintaining financial sustainability for the university

BACKGROUND

UCen Dining was one of the original members of the campus sustainability group, which was created in 2005. Select campus members were trained in the Natural Step process of sustainability. Where financially feasible, the UCen has incorporated sustainable practices and purchases since the start of the campus pro¬gram.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

The working area for food is divided into two groups:

Housing & Residential Services Dining (H&RS) and The University Center (UCen) These areas cover food production on the entire campus.

H&RS SHORT-TERM GOALS June 2012-2014

1. Increase Green cleaning and decrease toxic chemical use.

2. Increase organic, sustainable, and locally grown seasonal food selections by 50% and meat, poultry, and dairy by 5%.

3. Work with campus and waste disposal company to determine best ways to reuse all waste materials on campus.

4. Assure all disposables are certified compostable and non-toxic.

5. Purchase Energy Star equipment where available.

6. Develop a framework to sustain student involvement in the Food Working Group (through AS, RHA, EAB, ESLP, etc.).

7. Establish a 'Leadership Group' to develop and implement goals.

8. Complete green certifications for all four dining commons.

H&RS MID-TERM GOALS June 2014-2020

1. Vendor Blanket PO's – increase sustainability criteria on RFQ's.

2. Increase certified organic local produce by 25%.

3. Work in conjunction with campus and waste disposal to find sites and vessels for composting all disposable products and post-consumer waste.

4. Purchase Energy Star dish washing machines.

5. Communicate and share our framework for creating a sustainable food system with other schools, universities, and communities.

6. Influence manufacturers and distributors of natural and organic food products to provide more bulk, recyclable packaging materials.

7. Renovate dining facilities to become LEED certified.

H&RS LONG-TERM GOALS June 2020-2050

1. Expanding Organic and Locally Grown Produce Options (25-50%).
2. Expanding organic and sustainable dairy, poultry, meat, and fish (15%-25%).

The University Center SHORT-TERM GOALS June 2012-2014

1. Eliminate styrofoam and all consumer non-compostable packaging.
2. Increase usage of Green cleaning products.
3. Add Sustainability language to Leased Tenant RFPs and Contracts as they expire.

The University Center MID-TERM GOALS June 2014-2020

1. Coordinate efforts with campus to designate 'compostable' trashcans for diverting our compostable paper products to satellite areas of campus and diverting that waste from the landfill.

The University Center LONG-TERM GOALS June 2020-2050

1. Replace aging equipment as needed with energy-efficient Energy Star models.
2. Continue to increase sustainable food and non-food purchases.
3. Continue to write sustainability language in Leased Tenant Contracts.

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Robbie Wright/Bonnie Crouse (Co-chair), Assistant Director, Residential Dining Services
Sue Hawkins (Co-chair), Director, UCen Dining Services
James Acebu, Concessions Manager, Residential Dining Services
Steffen Gauglitz, Graduate Student Representative
Jamie Herrera, Executive Chef, Residential Dining Services
Danielle Kemp, Dietitian, Residential Dining Services
Mo Lovegreen, Director, Campus Sustainability
Matthew O'Carroll, Refuse, Recycling, & Water Conservation Manager, Facilities Management
Mark Rousseau, Environmental & Energy Programs Manager, Housing & Residential Services
Sara Sideschlag, Recycling Program Coordinator, Associated Students

**A brief description of the plan(s) to advance sustainability in Energy:**

MISSION
Reduce non-renewable energy consumption through efficiency, conservation, and strategic procurement of energy resources.
1. Planning, development, and implementation of energy conservation measures
2. Reviewing plans for new construction to ensure that energy-efficient design strategies are incorporated into all new building and renovation projects
3. Investigating and employing new renewable and energy-efficient technologies
4. Providing information to campus constituents about UCSB's energy use and its global environmental impact

BACKGROUND

UCSB Utility & Energy Services implements energy efficiency projects such as equipment retrofits, monitoring-based commissioning, and building controls optimization. The UC and CA Investor Owned Utilities have established the Strategic Energy Partnership, which, through incentivizing efficiency, facilitates energy conservation and installation of emerging technologies at UCSB. The Program's initial cycle ran from 2009-2012 and was extremely successful in achieving its stated reduction goals. In early 2013, the program was renewed through 2014. The annual energy savings from this program are reflected in UCSB's Annual Utility & Energy Report.

http://energy.ucsb.edu/_client/pdf/Report.pdf

ALTERNATIVE ENEGY SUBCOMMITTEE

This subcommittee allows the CSC to engage a broader campus expertise, including faculty and student representatives, in addressing the issue of alternative energy. The Subcommittee discusses the question of alternative energy generation on- and off- campus. Ultimately, campus solutions to energy will be multi-pronged, involving on- and off-site generation, conservation, and a degree of reliance on fossil sources until new technologies become practical. Planning for these advances requires coordination between multiple internal and external stakeholders. Most recently, the Alternative Energy Subcommittee has recognized the need to identify a funding source for energy efficiency and alternative energy projects that is separate from the campus Purchased Utilities Account. As time goes on and the campus grows, it will be more difficult to realize important energy reductions. This new budget will allow the campus to invest the upfront capital that is needed to fund energy projects that have an acceptable rate of return, and ultimately, save the campus money.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

SHORT-TERM GOALS JUNE 2012 – 2014

1. Establish a separate budget or funding source to be used for energy efficiency projects and renewable energy procurement to meet critical campus emissions targets and objectives, as well as improve economic efficiency.
2. Develop criteria that will be used to determine which projects will be funded through the new budget.
3. Suggest different sources for the new funding, in addition to ways the fund can be structured.
4. Alternative Energy Subcommittee should investigate and prioritize the top alternative energy strategies to be implemented (on-or off-campus).
5. Continue working with the multi-jurisdictional Renewable Energy Taskforce to identify opportunities for regional partnerships on renewable energy projects.

MID-TERM GOALS JUNE 2014 – 2020

1. Strive for total campus average energy use intensity (kBtu/sq ft/ yr) reduction of 1.5% per year between now and 2020.
2. Begin implementation of alternative energy strategies developed by Alternative Energy Subcommittee and/ or community partnership projects identified by the Multi-jurisdictional Renewable Energy Taskforce.
3. Garner our energy consumption from alternative energy sources for a minimum of 43% of the campus total electricity consumption before 2020.
4. Before 2020, reduce greenhouse gas emissions to 1990 levels.

LONG-TERM GOALS JUNE 2020 – 2050

1. Achieve climate neutrality by 2025 for scopes 1 and 2.
2. Achieve net climate neutrality before 2050.

**Accountable parties, offices or departments for the Energy plan(s):**

Energy Members:

David Mchale, Associate Director/Utilities and Energy Services, Facilities Management

Jordan Sager, LEED Program Manager, Facilities Management

Mark Rousseau, Environmental & Energy Programs Manager, Housing & Residential Services

Mark Peppers, Engineer, Design & Construction Service

Alternative Energy:

David Austin, Executive Director, Institute for Energy Efficiency

Isabelle Geczy, Undergraduate Representative

Mel Manalis, Senior Lecturer, Environmental Studies

David Mchale, Associate Director/Utilities and Energy Services, Facilities Management

George Levinthal, Architect, Design & Construction Service

Mo Lovegreen, Director, Campus Sustainability

Eric Matthys, Professor, Mechanical Engineering

Katie Maynard, Sustainability Coordinator

Thuc-Quyen Nguyen; Professor, Chemistry and Biochemistry

Andrew Riley; Sustainability Coordinator, Student Affairs

Jordan Sager, LEED Program Manager, Facilities Management

Jewel Snavely, Campus Sustainability Coordinator/TGIF Grants Manager

Bob Wilkinson, Adjunct Associate Professor, Bren School, Environmental Studies

**A brief description of the plan(s) to advance sustainability in Grounds:**

MISSION

To increase biodiversity of the campus flora, maintain it as a living collection, and raise awareness about sustainable practices and self-sustaining systems, while reducing dependency on fossil fuels, extracted minerals, pesticides, and potable water.

BACKGROUND

UCSB is blessed by its physical location and climate, permitting the growth of both native and non-native plants on and in proximity to campus. We have developed the campus landscape as a living laboratory and classroom. We seek to preserve and extend the non-native plant diversity of the core campus, while enhancing the native habitats at its periphery.

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

SHORT-TERM GOALS JUNE 2012 – 2014

1. Establish membership as a tree campus USA.

2. Raise student awareness about sustainability in the landscape through programs in Housing & Residential Services, which already has similar programs on water, energy, and food within buildings.

3. Identify campus landscape areas that we want to retain on potable irrigation for support of teaching specimens (cannot tolerate recycled water).

4. Change fossil filters in parking lots to clean and catch. The nylon bag is reusable, making maintenance more efficient. A tri-mix media filtration pillow is custom-blended to trap UCSB specific pollutants.

5. Train staff on cleanout technique; improve storm water efficacy in 2.8 million sqft

MID-TERM GOALS JUNE 2014 – 2020

1. Move to a fully computer-controlled and sensor-monitored irrigation system.

2. Map campus run-off points and develop priorities for repair and replacement, then moving to identifying funding for projects.
Additionally, attempt to capture runoff from storm water and channel it to the lagoon, reducing coastal erosion.

3. Replace all irrigation heads on the main campus with water-efficient emitters.

4. Identify invasive plant infestations on campus property and seek removal.

5. Enhance the campus map of the flora to identify areas in terms of educational value and maintenance

LONG-TERM GOALS JUNE 2020 – 2050

1. Irrigate as much of the campus landscape as is feasible with reclaimed water.

2. Assess the feasibility of green roofs for use on campus.

3. Fuel the campus fleet and equipment used by grounds personnel (H&RS, FM, CCBER) with naturally-generated fuels.

4. Manage storm water through wetlands and biofiltration, using native plant species, and storage and reuse where applicable at the
University.

## Accountable parties, offices or departments for the Grounds plan(s):

Stacey Callaway Environmental Programs Specialist, Environmental Health & Safety

Jon Cook, Associate Director of PF, Landscape, Environmental, & Custodial Services,, Facilities Management

Lisa Stratton, Director of Ecosystems Management, CCBER

Joe McFadden, Associate Professor, Geography

Tom Beland, Director, Residential Operations, Housing & Residential Services

Manuel Hererra, Grounds Superintendent, Housing & Residential Services

Mo Lovegreen, Director, Campus Sustainability

Phaedrus Raznikov, Undergraduate Representative

## A brief description of the plan(s) to advance sustainability in Purchasing:

MISSION
To facilitate the acquisition of resources in an environmentally conscientious and socially responsible manner, while supporting the UC
education, research, and public service mission.
BACKGROUND
Purchasing supports UC research, innovation, and invention of environmentally preferable systems and processes. As a research and
educational institution committed to higher learning and public service, we are in a unique position to set an example and lead others
toward a more sustainable future. UCSB wields a purchasing power that exceeds that of entire nations – a position that demands a high
level of responsibility and stewardship.

## The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

SHORT-TERM GOALS JUNE 2012 – 2014

1. Research and implement optimization of last mile delivery for route efficiency and packaging reductions.

2. Partner with UC Santa Cruz and UC San Diego procurement teams to: 1) identify green products and services, 2) have strategic

sourcing/green vendors display priority purchase options, and 3) increase the EPP reporting options.

MID-TERM GOALS JUNE 2014 – 2020

1. Achieve a zero-waste, closed loop systems where all inputs are either recycled, composted, or reused/reprocessed/ remanufactured locally.
2. Fully eliminate decentralized hard-copy catalogs – Electronic Commerce.
3. Institute E-signatures for all campus forms.
4. Continually improve and utilize matrix, criteria, and guidelines for more sustainable procurement with an emphasis on vendor selection/qualification, and increase quality points weighting for sustainability by a minimum of 15%.

LONG-TERM GOALS JUNE 2020 – 2050

1. Be carbon neutral and generate zero emissions through travel/transport/distribution of goods.
2. Create a tier rating system, perhaps based on the U.S. Green Building Council's LEED model that includes scientifically based, neutral oversight of standards development and effective controls for validity of environmental criteria.
3. Implement UC-wide sustainability practice

**Accountable parties, offices or departments for the Purchasing plan(s):**

Kathy Scheidemen (Co-chair), Business Officer, Earth Research Institute
Pam Lombardo (Co-chair), Acting Associate Vice Chancellor, Administrative Services
Christine Griffin, Gateway Systems Manager
Jacob Godfrey, Associate Director and Material Manger, Business & Financial Services
Steve Kriz, Assistant Director of Accounting Services
Mo Lovegreen, Director, Campus Sustainability

**A brief description of the plan(s) to advance sustainability in Transportation:**

MISSION
To reduce both consumption of natural resources and production of greenhouse gases as related to transportation, using appropriate technological, management, and behavioral solutions.

BACKGROUND
The UC Santa Barbara Transportation Department is responsible for maintaining the entire campus fleet and strives to conserve energy, reduce campus parking demand, ease traffic congestion, reduce air pollution, and reduce the campus community's contributions to global warming.

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

SHORT-TERM GOALS JUNE 2012 – 2014

1. Install two additional level 2 car charging stations.
2. Install a number (to be established) of level 1 car charging stations.

3. Develop a protocol for flexible schedules that permit telecommuting.

4. Improve scope 3 emissions tracking: identify and implement a method for tracking of air miles.

5. Develop a program for campus site licenses to be shared/ disseminated to users for web-based/desktop-based software to discourage air travel.

6. Establish and track the effects of a teleconferencing system for campus use.

7. Develop a calculator for parking permit holders to estimate the carbon offset their monthly commute would generate.

8. Partner with other agencies/ groups to develop a local Natural Gas fueling station.

9. Ensure policy is maintained for minimum mandatory bicycle parking access in all capital improvement projects to improve bike network and encourage added bike riders.

10. Review data and establish baselines for mode splits by faculty, staff, and students and fuel consumption by fleet.

11. Develop an anti-idling policy for campus fleet.

12. Expand Clean Cities to county line.

13. Expand full bus service (until 2am) to San Joaquin and Sierra Madre (~1500 new beds).

14. Through partnerships, expand alternative fueled infrastructure. Identify UCSB research projects that can complement this project.

15. Through optimization, reduce fleet emissions with the last mile delivery program.


MID-TERM GOALS JUNE 2014 – 2020

1. Decrease single vehicle ridership by faculty and staff by 10%.

2. Increase TAP participation by 10%.

3. Attain an alternative fuel fleet mix of 85% and a robust multi-fuel infrastructure.

4. Develop planning and funding for a north-south bike path linking the Fairview Plaza – Stowe Park area to campus.

5. Further reduce scope 3 emissions by expanding the use of teleconferencing/ web options.


LONG-TERM GOALS JUNE 2020 – 2050

1. Decrease single vehicle ridership by faculty and staff by 25%.

2. Further increase TAP participation by 25%.

3. Work with the local municipalities, MTD, SBCAG, and the county of Santa Barbara to develop an integrated public transit system.

4. Complete alternative fuel infrastructure and have 85% alternative fueled vehicles use over 50% renewable fuels.




**Accountable parties, offices or departments for the Transportation plan(s):**

Robert Silsbee, Co-Chair, Acting Director, Transportation & Parking Services
Roland Geyer, Co-Chair, Associate Professor, Bren School
Bruce Tiffney, Dean, College of Creative Studies; Professor, Earth Science
Ron Cortez, Associate Vice Chancellor, Administrative Services
Kristen Deshler, Director, Government Relations
Paolo Gardinali, Director, Social Science Survey Center
Steffen Gauglitz Graduate Student Representative
Bernard Kirtman, Professor, Chemistry & Biochemistry
Mo Lovegreen, Director, Campus Sustainability
Joel Michaelsen, Professor, Geography
Arjun Sarkar, Fleet Mechanic, Transportation & Parking Services
James Wagner, Transportation Alternative Program, Transportation & Parking Services

**A brief description of the plan(s) to advance sustainability in Waste:**

MISSION

To ultimately eliminate waste streams on the campus with the eventual goal of a net zero waste campus through implementing "cradle to cradle" processes and practices. UCSB strives to reduce the amount of waste leaving the University by implementing on-campus waste management programs and practices.

BACKGROUND

The practice of reducing, reusing, and recycling has been in effect at UCSB for more than two decades. California's Integrated Waste Management Act of 1989 required UCSB to recycle 25% of its waste by 1995 and 50% by 2000. Current California Title 14, CCR and Title 27, CCR and the State Legislature bill AB939, required every large State agency to reduce landfill contribution by 25% by the year 2002 and by 50% by 2004. Both these goals were achieved by UCSB. With the addition of AB341, the University is required to achieve zero waste by 2020. At UCSB, zero waste is considered to be between 90 and 95% diversion.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

SHORT-TERM GOALS JUNE 2012 – 2014

1. Expand Campus Food Waste Compost Program in collaboration with MarBorg.
2. Switch from traditional food service ware to compostable food service ware.
3. Retrofit Quickcrete landfill bins with blue lids to make them recycling receptacles and pair with Keystone Ridge landfill bins.
4. Utilize the Gateway Procurement System to identify items for purchase that have minimal packaging and are made of recycled materials.
5. Conduct a closed-loop study to assess ways to determine process of waste reuse kept on-site.

MID-TERM GOALS JUNE 2014 – 2020

1. Implement clean fuel strategies for generators.
2. Work with Transportation Services for clean fuel fleet implementation.
3. Fully implement food waste reduction program, stipulating a 50% food waste reduction in 5-10 years, 80% in 10-20 years, and 100% reduction in 20-25 years.
4. Achieve a 95% reduction of total weight of campus waste.

LONG-TERM GOALS JUNE 2020 – 2050

1. Refine any practices that still remove or displace waste at UCSB.
2. Conduct waste management studies to determine practices and programs needed to further increase diversion rates.

**Accountable parties, offices or departments for the Waste plan(s):**

Mo Lovegreen, Director, Campus Sustainability

Matthew O'Carroll, Refuse, Recycling, & Water Conservation Manager, Facilities Management

Sarah Sideschlag, Recycling Program Coordinator, Associated Students

Lauren Barnum, Undergraduate Representative

Tessa Balboni, Undergraduate Representative

Byron Sandoval, Superintendent, Custodial Services, Facilities Management

Sue Hawkins, Director, UCen Dining Services

Bruce Carter, Hazardous Waste Program Manager, Environmental Health & Safety

Amorette Getty, Postdoctoral Researcher; Materials Research Laboratory

Mark Rousseau, Environmental & Energy Programs Manager, Housing & Residential Services

Lauren Menzer, Undergraduate Refuse & Recycling Research Intern

Izzy Parnelle-Wolf, Undergraduate Refuse & Recycling Research Intern

**A brief description of the plan(s) to advance sustainability in Water:**

MISSION

To minimize potable water use on campus, while striving to collect as much water as possible from within the campus footprint for first use, re-processing, and reuse. To treat storm water onsite to ensure it exits the site unpolluted. To have seawater used on campus re-enter the marine environment in a non-invasive state.

BACKGROUND

UCSB began implementing water conservation strategies in response to droughts in the early 1980's. Customary water saving strategies in campus buildings include using low-flow faucets, flush valves, and showerheads that significantly reduce water usage. In 2001, the campus began installing waterless urinals and dual flush toilets to reduce water use even further. The campus also measures and verifies campus water use.

LANDSCAPING AND IRRIGATION

Currently, irrigation accounts for only about 1% of total campus potable water use. UCSB has been proactive in integrating potable water conservation practices in this sector and has made great strides in switching from irrigating with potable to reclaimed water, reducing potable water consumption used for irrigation by 80%. The University also employs smart irrigation and xeriscaping practices. In 1994, UCSB first used recycled water for 60 % of irrigation purposes. Various recycled water line extension projects over the past eight years have increased the use of recycled water for irrigation at UCSB. We currently irrigate approximately 90% of the campus with reclaimed water.

WATER QUALITY

UCSB is committed to protecting water quality and will continue to implement best management practices (BMP) to prevent environmental pollution and improve our local watershed. The campus has a detailed Stormwater Management Plan that focuses on pollution prevention efforts and recently completed its first Water Action Plan, which encompasses strategies for water reduction, environmental protection, and smart growth. Both plans discuss how water quality is protected and improved by the collaboration of many campus departments and groups such as Campus Planning, Design & Construction Services, Environmental Health & Safety, Facilities Management, Housing & Residential Services, and Sustainability. BMP's to protect stormwater are implemented during three stages of operation at the University.

1. When new projects are being designed, stormwater treatment features are incorporated to manage stormwater long after construction is completed. Examples of these stormwater treatment features include rain gardens, permeable pavement, treatment devices, and disconnected roof drains.

2. During construction of new development projects, contractors implement BMP's to prevent construction related pollutants from leaving the site and entering the campus storm drain system. Examples of these BMP's include a perimeter control, separately containing all waste and chemicals in covered storage with secondary containment, regularly sweeping all hardscape, and protecting all storm drains within and around the construction site.

3. Daily operations and maintenance activities have the potential to cause stormwater pollution. Staff that work in areas such as dining services, facilities maintenance, fleet services, grounds, housing and residential services, and vehicle maintenance receive training about BMP's and ways to conduct their daily activities without causing pollution. In addition, UCSB implements clean-up efforts, such as sweeping all roads and parking lot surfaces on a monthly basis, maintaining landscaped areas, preventing erosion, and continuing an impressive refuse and recycling program.

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

SHORT-TERM GOALS JUNE 2012 – 2014

1. Retrofit Toilets in Bathrooms.

2. Increase concentration cycles for Cooling Towers.

3. Hire a "Water Manager" to help with the effective and efficient implementation of water conservation programs and strategies across campus.

4. Calibrate existing industrial water meters and install new where needed.

MID-TERM GOALS JUNE 2014 – 2020

1. Use recycled water in toilets.

2. Upgrade Dining Common dishwashers in Portola and Carrillo.

3. Install real-time meters in all buildings and new construction.

LONG-TERM GOALS JUNE 2020 – 2050

1. Retrofit urinals to .25 GPF in bathrooms.

2. Expand weather-based irrigation control systems.

**Accountable parties, offices or departments for the Water plan(s):**

Mo Lovegreen, (Chair) Director, Campus Sustainability'

Lauren Barnum, Undergraduate Representative

Stacey Callaway, Environmental Programs Specialist, Environmental Health & Safety

Tasha Dewey, PowerSave Undergraduate Representative

Amorette Getty, Postdoctoral Researcher; Materials Research Laboratory

Daniel Marquez, Area Manager, Facilities Management

David McHale, Associate Director/Utilities and Energy Services, Facilities Management

Mark Rousseau, Environmental & Energy Programs Manager, Housing & Residential Services

Jordan Sager, LEED Program Manager, Facilities Management

Jewel Snavely, Campus Sustainability Coordinator/TGIF Grants Manager

Misty Williams, Goleta Water District

Jodi Woods, Environmental Compliance Technician, Environmental Health & Safety

Wennie Wang , Graduate Student Representative

Rebecca Bracken, Co-Chair, Environmental Affairs Board (Undergraduate Representative)

**A brief description of the plan(s) to advance Diversity and Affordability:**

UC Santa Barbara is honored to have received the 2013 Higher Education Excellence in Diversity (HEED) award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education. As a recipient of the annual HEED Award—a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion—UCSB was featured, along with 55 other recipients, in INSIGHT Into Diversity magazine's November 2013 issue. This is the second year UCSB has been named as a HEED Award recipient. INSIGHT into Diversity magazine selected UCSB based on the

institution's exemplary diversity and inclusion initiatives and its ability to embrace a broad definition of diversity on its campus, including gender, race, ethnicity, veterans, people with disabilities, and members of the LGBT community.

"We hope the HEED award serves as a way to honor those institutions of higher education that recognize the importance of diversity and inclusion as part of their everyday campus culture," said Lenore Pearlstein, publisher of INSIGHT Into Diversity magazine.

Looking toward the future, Associate Vice Chancellor VHerrera-Sobek said, "I invite the UCSB campus community to join me in redoubling our efforts to promote and support diversity initiatives on our beautiful campus. As I said, more work needs to be done and we need a united and cooperative spirit to succeed in this challenging but ultimately gratifying endeavor.

UC Santa Barbara was also once again honored by Minority Access, Inc. for its commitment to diversity. In cooperation with the Office of Minority Health and the National Institutes of Health, the award recognizes institutions committed to increasing the pool of under-respresented scholars.

Presented at the National Role Models Conference in Washington, D.C., the award recognizes the efforts of UCSB to implement programs to improve the higher educational, professional, and managerial employment of minorities.

Minority Access, Inc. is a 501(c)(3) non-profit educational organization that supports individuals; academic institutions; federal, state, and local government agencies; and various corporations to diversify campuses and work sites by improving the recruitment, retention, and enhancement of minorities. They also provide technical assistance to minorities and minority-serving institutions and provide opportunities for sharing experiences and strategies for accessing, retaining, enhancing, and graduating minority students, especially researchers.

This is the fourteenth year that Minority Access, Inc. has presented formal awards at their Role Models Conference and the seventh year in a row that UCSB has been recognized.


**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

The following are some samples of initiatives on the UC Santa Barbara campus. Each of these groups have established charges to help us attain diversity and affordability. They also have measurable objectives within their plans (that include percentage/population counts/participation rates). The following is a sampling of committees related to diversity efforts:

Academic Senate Committee on Diversity and Equity


http://senate.ucsb.edu/councils.and.committees


The Committee promotes campus diversity and equity, ensuring the equal treatment of women, ethnic minorities, individuals of diverse sexual orientations, individuals with disabilities, and other members of the campus community. In meeting this charge, the committee may initiate studies on campus diversity and equity, using data collected from all campus sources; formulate and disseminate recommendations on any matter influencing campus diversity and equity; and address matters involving the hiring, employment, educational, and social circumstances of faculty, staff, and students.

Chancellor's Advisory Council on Campus Climate, Culture, and Inclusion


http://chancellor.ucsb.edu/committees

UC President Mark Yudof recently formed a system-wide Advisory Council on Campus Climate, Culture, and Inclusion (

http://www.universityofcalifornia.edu/news/article/23577

) to address challenges in enhancing and sustaining a tolerant, inclusive environment on all UC campuses. The Council's first meeting was held June 30, 2010. UCSB also has a Campus Advisory Council on Campus Climate, Culture, and Inclusion. It is chaired by Chancellor Yang and is composed of faculty, students, staff, administrative personnel, community representation, and ex-officio members, which includes academic deans. The purpose of the advisory council is to:
• Provide ongoing evaluation of campus climate conditions, practices, and policies.
• Suggest measures that will support the goals of inclusion and community, especially including measures reflecting promising practices from elsewhere in UC and the nation.
• Coordinate its analyses, recommendations, and other work with related work of any entities created by faculty, staff, students, or neighboring communities.
• Fulfill other campus-specific responsibilities identified by the Chancellor.
• Respond to queries and suggestions from the President's Advisory Council.

Chancellor's Advisory Committee on the Status of Women


http://chancellor.ucsb.edu/committees


The Chancellor's Advisory Committee on the Status of Women is an administrative committee that has existed on campus since the mid 1970s. It draws its membership from faculty, staff, and students on campus, with standing members including the director of the Women's Center, our Title IX Coordinator and Sexual Harassment Officer, chair(s) from the Senior Women's Council, and chair(s) from the Professional Women's Association. The charge of CACSW is to advise and consult with the Chancellor about concerns and issues regarding the status of women at UCSB. The committee engages in the review of drafts of campus and system wide policies pertaining to campus women (e.g., parental leaves, sexual harassment, gender equity in sports). The CACSW, along with the Women's Center, organizes a panel discussion, "Demystifying the Tenure Process," for junior faculty women on a yearly basis. The CACSW conducts meetings and investigations on issues including leadership, governance, representation of women in faculty and key administrative positions, pay equity, career equity review, work/life, staff-student ratio, Title IX, safety, student parent registration, diversity training, and female graduate student representation, employment, and mentorship. Since 1997, CACSW has met annually with the Chancellor and his Vice-Chancellors to discuss a yearly report on the status of women.

Eucalyptus


http://diversity.evc.ucsb.edu/links/eucalyptus.cfm


Eucalyptus is the campus Committee on Lesbian, Gay, Bisexual, and Transgender Concerns. This university-wide committee is comprised of faculty, staff, and students. It's charge is to discuss LGBT related issued and concerns.

Professional Women's Association


http://www.pwa.ucsb.edu

The Professional Women's Association (PWA) at UC Santa Barbara promotes a sense of community through networking and community service, and it focuses on the advancement and accomplishments of UCSB Women. PWA provides opportunities to develop one's professional and personal self, as well as to network on campus, through activities that include brown bag lunch sessions, networking luncheons, a holiday party for IV children, and an annual professional development conference.

Senior Women's Council

http://diversity.evc.ucsb.edu/links/swc.cfm

The Senior Women's Council was founded in 1993 to create a forum for defining and actively addressing issues that promote gender equity and diversity at UC Santa Barbara. All tenured women faculty and lecturers with SOE are automatically members. The steering committee, comprised of 15-20 members, specifies several well-defined programmatic goals that the Council will accomplish each academic year. The direction of SWC's program is based on input from all tenured women.

Samples of Diversity Initiative Programs:

Academic and Professional Enrichment within a Community of Scholars (APEC)

http://www.sa.ucsb.edu/eop

This is a Division of a Student Affairs' initiative to build bridges for EOP students on three target areas: academic, personal/cultural, and career. It is responsible for networks with academic departments and other relevant programs and services for the purposes of enhancing student academic retention, involvement, and preparation to participate in the mainstream of academic opportunities to include research, academic engagement, and readiness for graduate and professional school.

Computational Science and Engineering (CSE) Integrative Graduate Education and Research Training (IGERT) Program

http://www.cse.ucsb.edu

CSE IGERT is a National Science Foundation funded program to recruit and retain outstanding underrepresented minorities in IGERT-participating science, mathematics, and engineering doctoral programs.

Early Academic Outreach (EAO)

http://www.sa.ucsb.edu/eao/deptinfo

Early Academic Outreach assists high-achieving and high-potential first generation and low-income students to attain high academic standards and provide the necessary academic support to matriculate into the University of California. Through collaborative efforts with other pre-college programs, EAO also provides students, their families, and communities with the necessary resources to increase eligibility, applications, and enrollments in post-secondary education.

Expanding Pathways to Science, Engineering and Mathematics (EPSEM)

http://www.epsem.ucsb.edu

EPSEM seeks to inspire and nurture students toward pursuing degrees in science, technology, engineering, and mathematics through a multi-tiered, articulated academic mentorship. This program targets talented and motivated students who, under typical circumstances, would not be matriculating to the University of California immediately after high school.

Kids in Nature (KIN)

http://ccber.lifesci.ucsb.edu/education/kin

The KIN program enriches the learning experiences of under-represented and under-served youth in North Santa Barbara County. KIN learning is focused on environmental science, botany, ecology, and habitat restoration and ecological experiences designed to inspire youth to become good stewards for the environment.

Mathematics, Engineering, Science Achievement (MESA) Program

http://engineering.ucsb.edu/programs/mep_and_msp

MESA is a system-wide University of California program. At UC Santa Barbara, the MESA Schools Program (MSP) provides academic enrichment and preparation to K-12 schools in the local area. MSP prepares underrepresented students for UC admission eligibility. The MESA Engineering Program (MEP) is a statewide network of related programs. UC Santa Barbara's MEP maximizes students' academic potential, while preparing students for careers as professional engineers.

McNair Scholars Program

http://mcnair.ucsb.edu

The McNair Scholars Program prepares qualified undergraduates for entrance to a PhD program in all fields of study. The goals of the program are to increase the number of first-generation, low-income and/or underrepresented students in PhD programs and, ultimately, to diversify the faculty in colleges and universities across the country.

Project Excel

http://www.projectexcelsb.org

Project Excel is designed to engage and involve parents, local educational institutions, community based organizations, businesses, professionals, and faith-based organizations in the academic preparation of Black African-American and Native-American scholars in

grades 5 through 12 in the greater Santa Barbara area for enrollment in a four-year college or university. Every student that is accepted into Project Excel is individually counseled, mentored, and tutored so that he or she reaches this goal. The programs actively recruit student scholars from local area schools and prepare them for college enrollment, retention, matriculation, and graduation.

Raza College Day

http://orgs.sa.ucsb.edu/elcongreso/razacollegeday

Raza College Day is an annual one-day conference organized by El Congreso, the Chicana/o and Latina/o student resource organization at UC Santa Barbara. Now in its 17th year, Raza College Day brings junior high and high school students from across Southern California to campus and offers a program that introduces them to higher education and allows them to begin thinking, planning, and executing the necessary steps to attend college, in an environment that is not only educational but personal and empowering as well. The 2009 Raza College Day had over 800 attendees.

Research Mentorship Program

http://www.summer.ucsb.edu/RMP/rmp.html

This innovative summer program allows pre-college students in grades 10-12 to participate in ongoing laboratory and field-based, cutting edge research in the social, physical, and biological sciences. The student researchers learn to write a scientific paper and present their research at a public symposium at the end of the term.

Santa Barbara Pathways

http://www.bridgingworlds.org/modelsandmetrics/Martinez_SB_Pathways_Partnership.pdf

The "Pathways" program provides a comprehensive package of educational services for students and families in the Santa Barbara Elementary and High School District and feeder schools aimed at reducing academic achievement disparities and increasing college-going rates among local youth.

Summer Transition Enrichment Program

http://www.sa.ucsb.edu/eop/Home/STEP.aspx

The Summer Transition Enrichment Program is a two-week summer-bridge residential program that provides incoming EOP students with an in-depth orientation to university life and campus resources. Students enroll in writing, mathematics, and chemistry courses taught by faculty and graduate students and participate in a seminar course designed to promote their critical thinking in reading and writing and in group discussions. Through collaborative work with staff and faculty, students discover ways to enrich their college experience and cultivate a sense of belonging to a university community. Evening programs and workshops provide opportunities to learn outside the classroom and engage in college life.

Affordability:

http://www.ia.ucsb.edu/pa/display.aspx?pkey=2619

Kiplinger's Personal Finance has named UC Santa Barbara to its 2012 list of 100 best values in public colleges and universities. The annual ranking cites four-year schools that combine outstanding education with economic value.

UCSB was ranked number 17, a jump from number 34 in last year's rankings.
"I am delighted by this national recognition of the exceptional value of a UC Santa Barbara education," said UCSB Chancellor Henry Yang. "Such recognition is a reflection of our deep dedication to teaching and mentoring students, and our unwavering commitment to excellence, access, and affordability. Our students participate in highly ranked academic programs, engage in original undergraduate research, and study with award-winning professors. Our campus offers a wonderful balance between strong academics and a high quality of student life in a spectacular location."
In determining the rankings, Kiplinger's assesses quality and affordability of each college and university according to a number of measurable standards. This year, Kiplinger's revamped the rankings to give more weight to academic value, such as the percentage of students who return for sophomore year and the four-year graduation rate. Cost criteria include low sticker prices, abundant financial aid, and low average debt at graduation. While the criteria have shifted, the overall focus on value remains the same. Many schools have appeared on the list multiple times, including UCSB.
"As states cut funding for higher education, and tuition continues to climb, the word 'value' is more significant than ever," said Jane Bennett Clark, senior editor at Kiplinger's Personal Finance. "This year's top 100 public schools deliver strong academics at reasonable prices. We applaud these institutions for tightening their belts without compromising quality."
The annual public school rankings appear in Kiplinger's February 2012 issue — on newsstands today — and online at

http://www.kiplinger.com/links/college

. Visitors to the Web site will find special interactive features, including frequently asked questions about the public colleges rankings and data sortable by criteria, such as state, tuition cost, average debt, student/faculty ration, and admission rate.
For nine decades, the Kiplinger organization has led the way in personal finance and business forecasting. Founded in 1920 by W. M. Kiplinger, the company developed The Kiplinger Letter, which launched in 1923, and it remains the longest continuously published newsletter in the United States. In 1947, Kiplinger created Kiplinger's Personal Finance, the first magazine of its kind in the United States.

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

DIVERSITY AND AFFORDABILITY
There are several committees on the UCSB campus whose mission is to promote diversity and equity and who work in coordination with each other. Each group has a charge and a plan for every academic year. Three of the central committees include
the Chancellor's Advisory Committee on the Status of Women; the Chancellor's Advisory Council on Campus Climate, Culture, and Inclusion; and the Academic Senate Committee on Diversity and Equity.

The following is a sampling of committees related to efforts for the campus:
Academic Senate Committee on Diversity and Equity

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The Committee promotes campus diversity and equity, ensuring the equal treatment of women, ethnic minorities, individuals of diverse sexual orientations, individuals with disabilities, and other members of the campus community.
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Chancellor's Outreach Advisory Committee (COAB)

http://chancellor.ucsb.edu/committees

COAB is the policy and governing body for all campus outreach programs. COAB provides overall guidance on policy, budget, and evaluation issues regarding UC Santa Barbara's K-12, community college and graduate academic preparation and educational partnership programs. COAB also advises the chancellor and other staff on these matters and monitors outreach programs via evaluation efforts. COAB is committed to strengthening campus academic preparation and educational partnership programs.
Eucalyptus

Eucalyptus is the campus Committee on Lesbian, Gay, Bisexual, and Transgender Concerns. This university-wide committee is comprised of faculty, staff, and students. It meets periodically to discuss LGBT related issued and concerns.

Professional Women's Association

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Kids Do Ecology

http://kids.nceas.ucsb.edu/

The National Center for Ecological Analysis and Synthesis (NCEAS) at UC Santa Barbara has joined with Los Marineros, an education program of the Channel Islands National Marine Sanctuary, to create the Kids Do Ecology program. Scientists from NCEAS and UCSB work with fifth grade students and their teachers to provide direct experience with the process of scientific investigation, from hypothesis formation to experimental design, data analysis, and presentation. The program maintains a website that synthesizes data collected during Los Marineros field trips. The Kids Do Ecology website is accessed by students and teachers globally as well as locally.

Kids in Nature (KIN)

http://ccber.lifesci.ucsb.edu/education/kin

The KIN program enriches the learning experiences of under-represented and under-served youth in North Santa Barbara County. KIN learning is focused on environmental science, botany, ecology and habitat restoration, and ecological experiences designed to inspire youth to become good stewards for the environment.

Let's Explore Applied Physical Science (LEAPS)

http://www.leaps.ucsb.edu

LEAPS is a joint effort of the Santa Barbara School District and the UCSB Physics Department and California Nanosystems Institute at UCSB. This classroom partnership of local science teachers and UCSB engineering and science students strengthens young students' understanding of science, provides special resources to science teachers, and improves the communication and leadership skill of UCSB graduate and undergraduate students.

Mathematics, Engineering, Science Achievement (MESA) Program

http://engineering.ucsb.edu/programs/mep_and_msp

MESA is a system-wide University of California program. At UC Santa Barbara, the MESA Schools Program (MSP) provides academic enrichment, and preparation to K-12 schools in the local area. MSP prepares underrepresented students for UC admission eligibility. The MESA Engineering Program (MEP) is a statewide network of related programs. UC Santa Barbara's MEP maximizes students' academic potential, while preparing students for careers as professional engineers.

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http://mcnair.ucsb.edu

The McNair Scholars Program prepares qualified undergraduates for entrance to a PhD program in all fields of study. The goals of the program are to increase the number of first-generation, low-income and/or under-represented students in PhD programs and, ultimately, to diversify the faculty in colleges and universities across the country.

Physics Learning Center and the Physics Circus

http://www.physics.ucsb.edu/~circus

The Physics Learning Center offers hands-on experience to local students, exploring principles of electricity, conservation of momentum, and flow of fluids. For the Physics Circus, groups of Physics Department graduate and undergraduate students take a collection of demonstration experiments from the Physics Learning Center on the road to local schools and present an action packed learning experience.

Project Excel

http://www.projectexcelsb.org

Project Excel is designed to engage and involve parents, local educational institutions, community based organizations, businesses, professionals, and faith-based organizations in the academic preparation of Black African-American and Native-American scholars in grades 5 through 12 in the greater Santa Barbara area for enrollment in a four-year college or university. Every student that is accepted into Project Excel is individually counseled, mentored, and tutored so that he or she reaches this goal. The programs actively recruit student scholars from local area schools and prepare them for college enrollment, retention, matriculation, and graduation.

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Research Mentorship Program

http://www.summer.ucsb.edu/RMP/rmp.html

This innovative summer program allows pre-college students in grades 10-12 to participate in ongoing laboratory and field-based, cutting edge research in the social, physical, and biological sciences. The student researchers learn to write a scientific paper and present their research at a public symposium at the end of the term.
Santa Barbara Pathways

http://www.bridgingworlds.org/modelsandmetrics/Martinez_SB_Pathways_Partnership.pdf

The "Pathways" program provides a comprehensive package of educational services for students and families in the Santa Barbara Elementary and High School District and feeder schools aimed at reducing academic achievement disparities and increasing college-going rates among local youth.
Student-Initiated Outreach Program (SIOP)

http://www.sa.ucsb.edu/siop

Registered UCSB student organizations do various outreach projects for students in K-12 schools, including overnight campus visits, college days, classes, workshops, and festivals.
Summer Transition Enrichment Program

http://www.sa.ucsb.edu/eop/Home/STEP.aspx

The Summer Transition Enrichment Program is a two-week summer-bridge residential program that provides incoming EOP students with an in-depth orientation to university life and campus resources. Students enroll in writing, mathematics, and chemistry courses taught by faculty and graduate students and participate in a seminar course designed to promote their critical thinking in reading and writing and in group discussions. Through collaborative work with staff and faculty, students discover ways to enrich their college experience and cultivate a sense of belonging to a university community. Evening programs and workshops provide opportunities to learn outside the classroom and engage in college life.
Teatro Pipeline

http://www.campusoutreach.ucsb.edu/ap/coi_pdfs/APEObrochure.pdf

Launched in 2004, Teatro Pipeline is a creative partnership between UC Santa Barbara, Santa Barbara City College, and Santa Barbara High School to engage students in the arts and to assist high school and city college teachers and students to develop their own performances.
Upward Bound

http://www.sa.ucsb.edu/upwardbound

The goal of Upward Bound is to assist students who are eligible for the program in their efforts to successfully complete high school and obtain a college education. Upward Bound students participate in a variety of activities designed to help them reach their full academic and personal potential through:

• Tutoring Assistance
• College and Career Planning
• Educational Field Trips
• Summer Residential Program
Young Writers Camp

http://www.education.ucsb.edu/scwrip/Young_Writers_Camp_Website/Young_Writers_Camp/YWC_Home.htm

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Sponsored by the South Coast Writing Project, this summer camp offers children entering grades 2 through 9 a unique opportunity to develop their creative abilities, improve the quality of their stories/poems, and learn special writing techniques.

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Maintaining a healthy staff and students is part of any sustainability efforts. At UC Santa Barbra, we offer many programs in health and wellness for faculty, staff, and students. Some samples for HEALTH AND WELLNESS for faculty and staff include:

http://www.hr.ucsb.edu/employee-services/wellness

UC Living Well is a systemwide wellness initiative to support the UC community in maintaining a healthy lifestyle. This year, UC Living Well is partnering with Optum, a health and well-being company serving nearly 60 million people. Optum provides innovative programs and services, including a wellness portal that you can personalize to help you manage conditions and reach health goals.
Sample Wellness Programs:
Leisure Review classes are for recreational purposes only; you can learn a new skill, fine tune an old one, or simply keep in shape. There are no pressures, exams (except for emergency certification classes), or grades - just relax and enjoy! Classes meet once or twice weekly throughout the day and evening. Classes are open to UCSB students, faculty, staff, alumni, affiliates, and community members (age restrictions do apply).

http://www.hr.ucsb.edu/employee-services/wellness

The UCSB Recreation center offers several programs to keep you moving and fit: Walk UCSB, Power Walk, Fit 4 Life, Eat Right UCSB.

Wellness Resources:

http://www.hr.ucsb.edu/employee-services/wellness

CSA at UCSB gives students, staff, and faculty the opportunity to invest in an organic farmer from Goleta, John Givens, and get a fresh box of produce weekly. The benefits of CSA are numerous. As a CSA member, you receive boxes of fresh, seasonal and organic produce, reduce greenhouse gas emissions related to transporting food, reduce solid waste due to less packaging, and aid community building through supporting a local business.

You can choose from 2 box sizes, regular and large. The boxes are dropped off every Thursday at the UCSB Mosher Alumni House from 12pm-1pm.

For more information, you can reach us at:

universitycsa@gmail.com

or 805-893-3640

The Gaucho Certified Farmers Market is a venue for staff, students, faculty, and the local community to access fresh, locally grown produce and artisan goods. It brings together all facets of sustainability, helping to educate the UCSB community on healthy eating and living.

Wednesdays from 11-3pm, in Lot 23

For the convenience of our faculty and staff and to promote the health and well-being of our entire campus community, seasonal flu immunization shots are provided on campus in the fall.

UC is committed to helping faculty, staff and retirees quit smoking and to create a smoke and tobacco free UCSB

UC's Benefit Programs offer smoking cessation services to faculty and staff

Samples of Health and Wellness for Students:

Below is a list of links to UCSB Wellness resources.
To see where wellness resources are located on campus, check out the Resources Map.

• Academic Advising
o Planning your classes
o Understanding requirements, policies, and procedures
o Assessing your progress to degree
o Obtaining and submitting petitions
o Evaluating all of your academic options, including: choice of major, the College Honors Program, research and awards, and preparing for graduate and professional school.
o Drop-in Advising M-F 9:00am-12:00pm; 1:00pm-4:00pm
o Contact:

jack.rivas@sa.ucsb.edu


• UCSB Veterans Benefit Services
o Certifying VA educational benefits for veterans, National Guard and Reserve members, and dependents of veterans
o Information for Military Tuition Assistance benefit.
o MONDAY, TUESDAY, THURSDAY, FRIDAY: 9AM - 12PM, 1PM - 4PM
o WEDNESDAY: 10AM - 12PM, 1PM - 4PM
o Office of the Registrar, Veterans Benefit Services
o 1105 Student Affairs/Admin Service Building (SAASB)

o Veterans Services: 805.893.8905

o

VeteransBenefits@sa.ucsb.edu

• Alcohol and Drug Program

o Education and Prevention Programs

o Confidential Counseling and Treatment

o Recovery Support

o On-line Education and Academic Classes for credit!

o Learn how to help a friend.

o Find out about alcohol-free events on campus and in the community.

o Emergency Information

o

kurta-j@sa.ucsb.edu

• Adventure Programs

o Rock Climbing Indoors & Out

o Ocean Kayaking

o Challenge Course

o SCUBA Diving

o Backpacking & Canoe Trips

o Wilderness Medicine

o Outdoor Leadership Training

o Contact

AdventurePrograms@essr.ucsb.edu

• Associated Students

o A place for everyone!

o Program Board- FREE concerts and shows

o Community Affairs Board (CAB) = Volunteer Opportunities .

o Sustainability Project involvements.

o Opportunity for involvement in Student Government and Leadership.

o Contact Us:

president@as.ucsb.edu

• Career Services

o Career Planning

o Internship Opportunities

o Job Searches

o Workshops

o Career Fairs

o Graduate School Opportunities

o Help with your resume and interviewing skills!

o Contact Us:


career-help@sa.ucsb.edu


• Campus Learning Assistance Services

o Drop-in tutorials in math, science, economics, writing, and foreign languages.

o Math, Science, economics tutorial groups.

o Study skills workshops and coaching.

o Writing workshops


• Counseling and Psychological Services

o Help dealing with college-life stress.

o FREE EGG chair and Massage chair!

o Individual and Group counseling

o Reduce your test anxiety with the Test Anxiety Program.

o Contact Us: 805-893-4411


• Disabled Students Program

o Reading Services

o Note-taking Services

o Test-taking Accommodations

o Help writing letters to instructors

o Educational Testing referrals.

o Contact Us:


Thomas-w@sa.ucsb.edu


• Educational Opportunity Program

o Focuses on low-income and first generation undergraduates, but open to anyone!

o Peer Advisor Program, Cultural Programming, Support Services.

o Get help clarifying your academic, career, financial and personal concerns.

o Become informed about campus resources in order to prepare for life after graduation.

o Summer Transitional Enrichment Program (STEP).

o Contact:


EOP@sa.ucsb.edu


• Exercise and Sport Studies / Recreation Sports

o YOGA

o Leisure Review classes

o Adventure Programs like rock climbing, kayaking, surfing, hiking

o Cardio/ Strength equipment and classes

o Intramural Sports

o Personal Training and internships

o Contact Us:

cathleen.clarke@essr.ucsb.edu


• Housing and Residential Services
o Learn about the MANY housing options UCSB has to offer on and off campus.
o Rental Listings
o Resident Resources
o Dining Services
o Employment opportunities!
o Contact Us:

www.housing.ucsb.edu/home/contacts.htm


• UCSB Kiosk
o Your student handbook and guide to thriving at UCSB
o Tips about housing, safety and community events in Isla Vista
o Ways to get involved with the UCSB community
o Job, career and financial aid services
o Local lingo and great places to eat
o Professor bios, diversity information, and health and wellness resources

• Library
o Thousands of books to choose from - look them up from home!
o Article indexes and databases for research papers- look them up from home, too!
o Ask a UC librarian LIVE.
o Quiet place to study.
o Study rooms with big tables and chalkboards for study groups.
o Computer access with internet and word processing.
o

ask@library.ucsb.edu


• Money Matters
o Money Management Basics
o Financial Aid 101
o If You're Struggling Financially
o Learn More
o Worksheets
o Resources

• Multicultural Center
o FREE films, concerts, workshops, lectures and performances.
o Free use of the lounge, theater and meeting rooms for student groups.
o Study Lounge 8am-10pm
o FREE coffee and cookies during dead week and finals!

o Safe space to connect with students of different cultural backgrounds.

o Contact Us:

Marsano-v@sa.ucsb.edu

• Office of Student Life

o Involvement opportunities for EVERYONE seeking intellectual and personal development!

o Campus Organizations, Greek Life, Leadership Development, Student Mentor Team, First-Year Experience Programs, University Success Course and MUCH MORE.

o Student Support Services including assistance in emergency situations, letters of recommendation, and problem solving.

• Residence Halls Association (RHA)

o Student government for all eight on-campus residence halls.

o RHA conducts educational, social, cultural, and recreational programming for all the halls.

o RHA provides a voice for student residents in the larger campus community.

o It is our duty as RHA to represent the students, always keeping your interests in mind.

o RHA's weekly meetings are Tuesday nights in the San Nicolas Formal Lounge, open to the public.

o

RHAPresident@housing.ucsb.edu

• Resource Center for Sexual and Gender Diversity

o Safe, supportive and welcoming environment for lesbian, gay, bisexual, transgender, queer, genderqueer, intersex, and ally members of the UCSB community.

o Opportunity for group and club involvement.

o Weekly events on campus and information about local LGBTQIA events.

o Weekly discussions in the Rainbow Lounge.

o LGBTQIA resources.

o

rcsgd@sa.ucsb.edu

• Report Hate Incidents/Crimes online 24/7

o UCSB is a welcoming and safe place for every member of our community.

o Anyone can report hate incidents anonymously online at

http://judicialaffairs.sa.ucsb.edu/hate.aspx

.

o Visit the UCSB Judicial Affairs website (link above) to learn more about reporting options, information about hate crimes and support services.

o Contact the hate incident response coordinator at 893-5016.

• UCSB Running Series

o UCSB Running Series raises awareness about student scholarships

o Romeo's 4 Miler is the only couple's race in Santa Barbara!

o All the races are on campus, and we are No-Waste-Races

o We promote healthy living and provide personal training events to get ready for races!

o Check out

www.ucsbruns.com

for more info

• Student Health Service

o Nurse Advisor and health counselors for all students

o Same day appointments usually available

o General Medicine, Psychiatry, Physical Therapy, Eye Care, Dental Care

o Pharmacy with DISCOUNTED prices.

o Massage, Meditation, Nutrition, Stress Management

o Contact Us: Advice Nurse, Patient Advocate

• Summer Sessions

o Save Money- Unit fees are capped at the cost of 8 units and no out of state fees!

o Graduate Sooner- Make up a missed class or get ahead in completing your General Education and Major/ Minor requirements.

o Enjoy Learning- Focus on a few subjects in less-crowded classes.

o Get to know UCSB- open enrollment.

o

info.questions@summersessions.ucsb.edu

• Women's Center

o Advocacy, Education, and Support Services for women AND men.

o Library, Art Gallery, Weekly Groups and Workshops and Campus Events.

o Resources for Sexual Harassment, Sexual Violence and Body Image.

o

mansager-k@sa.ucsb.edu

• Walk UCSB

o Walking maps for campus

o Self-guided walking tours of Isla Vista and Campus with lots of cool info.

o This site is for UCSB staff, but students are welcome to use the info.

o Tips about using a pedometer and setting goals for physical activity.

If you have any questions regarding the Passport program, or if you have suggestions for future events, please e-mail us. We want to hear from you!

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

UC Living Well a holistic portal providing faculty, staff and retirees with physical, emotional and financial resources to promote a healthy culture at the University of California.

UCSB Human Resources manages employee services for health and wellness. Their contact information is:

For UC Degree Programs - Reduced Fee Enrollment:

Edna Arellano, Human Resources Analyst

805.893.4048

edna.arellano@hr.ucsb.edu

For Behavioral health counseling and referrals

Individual consultation on workplace problems

Workshops for departments

Learn-At-Lunch Coordinator

Care Giver Support Group Facilitator

John Berberet, Coordinator, Academic & Staff Assistance Program

805.893.3318

john.berberet@hr.ucsb.edu

For Coordinates appointments for ASAP counseling and consultation:

Cynthia Del Rosario, Assistant, Academic & Staff Assistance Program

805.893.3318

cynthia.delrosario@hr.ucsb.edu

For the Breastfeeding Support Program:

Mayra Magana, Benefits Representative

805.893.4263

mayra.magana@hr.ucsb.edu

For Health insurance information and education

Help with health insurance problems

Medicare coordination with UC medical plans

Laura Morgan, Health Care Facilitator

805.893.4201

laura.morgan@hr.ucsb.edu

The UCSB Wellness Collaborative is managed by the Division of Student Affairs and Student Health Services

Student Health Service
University of California
Santa Barbara, CA 93106-7002


studenthealth@sa.ucsb.edu


**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

There are responsible parties at various levels of the organization:

Grace Crickette Chief Risk Officer University of California, Office of the President
1111 Franklin Street, 10th Floor. Oakland, CA 94607

UC Santa Barbara Human Resources:
UC Degree Programs – Reduced Fee Enrollment
Edna Arellano, Human Resources Analyst
805.893.4048


edna.arellano@hr.ucsb.edu


Behavioral health counseling and referrals
Individual consultation on workplace problems
Workshops for departments
Learn-At-Lunch Coordinator
Care Giver Support Group Facilitator
John Berberet, Coordinator, Academic & Staff Assistance Program
805.893.3318


john.berberet@hr.ucsb.edu


Coordinates appointments for ASAP counseling and consultation
Cynthia Del Rosario, Assistant, Academic & Staff Assistance Program
805.893.3318


cynthia.delrosario@hr.ucsb.edu

Breastfeeding Support Program
Mayra Magana, Benefits Representative
805.893.4263

mayra.magana@hr.ucsb.edu

Health insurance information and education
Help with health insurance problems
Medicare coordination with UC medical plans
Laura Morgan, Health Care Facilitator
805.893.4201

laura.morgan@hr.ucsb.edu

UC Santa Barbara Student Health Services Health & Wellness Staff
Mark Shishim, EdD, Acting Director

Mark.shishim@sa.ucsb.edu

Joanna Hill, Educator,

Joanna.hill@sa.ucsb.edu

Melissa Wittmayer, Educator,

Melissa.wittmayer@sa.ucsb.edu

Lorie Morris, Office Manager,

Lorie.morris@sa.ucsb.edu

Michael Takahara, Educator,

Michael.takahara@sa.ucsb.edu

Brandon James, Video Comm. Coordinator,

brandon.james@sa.ucsb.edu

**A brief description of the plan(s) to advance sustainability in Investment:**

Task Force on Reporting on Socially Responsible Investing (SRI)
June 2013

Goals of the Task Force
1. Develop consensus to assure consistent and accurate reporting from each campus.
2. Assess best practices in socially responsible investing among peer universities.
3. Identify and make recommendations on new SRI practices that could earn UC campuses more points.

Summary Findings
All three action items in the Task Force's charge from the Sustainability Steering Committee have been completed. Most importantly, all campuses and the Treasurer's Office came to consensus on the responses to provide to Sierra magazine prior to the April 15 reporting deadline for their "Cool Schools" ranking.

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

Action Item 1 – Develop a common understanding of current socially responsible investing practices that will lead to consistent reporting and save time on data collection

The task force reviewed all UC responses to the 2012 Sierra survey and discussed what responses for this year's survey would yield the highest amount of points while still addressing the credit intent.

All campuses and the Treasurer's Office came to consensus on the 2013 responses to provide to Sierra prior to the April 15 reporting deadline for their "Cool Schools" ranking. The rankings will be published in the fall, and the points achieved across all UC campuses should be consistent for the first time.

The Treasurer's Office provided an overview of the General Endowment Pool (GEP) and the SRI practices that apply to it. They also clarified the difference between the foundation endowments at each campus and the GEP.

Action Item 2 - Develop an understanding of current best practices in socially responsible investing among peer universities

The task force collected and synthesized the AASHE STARS SRI credits for peer institutions that received a gold rating, as well as the SRI responses of the Green Report Card for peer institution that received an "A" in the investments category. Brief phone interviews were conducted with the University of Washington, Cornell University, and Georgia Tech.

Action Item 3 - Identify STARS credits where current investment practices by the Treasurer's Office or campus Foundations can be improved and make recommendations for how to make those improvements in order to earn higher scores for UC in the investment category of STARS and other surveys.

Research on this topic focused on the credit for "Positive Sustainable Investments." There is no list of specific companies that count towards this credit, although there are several lists of funds that do. The Treasurer's Office indicated that it does not currently invest in any of the funds on the Bloomberg's List of Socially Responsible Funds. Both the UCSB and UCSB Foundations are exploring the development of a new "sustainability" or "social" fund for donors that prefer to have their money in SRI funds. Additional points could

also be earned in a different credit category if Foundations form a Committee on Sustainable Investing.

Next Steps

1. The UCOP Sustainability Office will provide information on sustainable investing best practices to the Foundation CFOs and support any pilot projects initiated at the Foundations, in particular by the UCSD Foundation and the UCSB Foundation.

2. The Task Force will convene again in November to discuss any best practices that have been identified and check in on the progress of the student divestment campaign and general SRI practices.

3. The Task Force will convene in February or March of 2014 to review responses to Sierra before the 2014 submission deadline in April.

**Accountable parties, offices or departments for the Investment plan(s):**

Membership
• Regents
o Student Regent Designate Cinthia Flores
• Treasurer's Office
o Deputy Treasurer Mel Stanton
o Director of Client Relations Bill Ryan
• Foundation CFOs
o Davis: Isabella Corbin
o San Diego: Marlene Shaver
o Santa Barbara: Eric Sonquist
• Faculty
o Berkeley: Kelly McElhaney, Professor, Haas School of Business and Director, Center for Responsible Business
o Santa Barbara: Bruce Tiffney, Dean of the College of Creative Studies
• Students
o Santa Barbara: Emily Williams, California Student Sustainability Coalition
• Sustainability Officers
o Berkeley: Lisa McNeilly, Sustainability Director
o Davis: Sid England, Assistant Vice Chancellor for Environmental Stewardship and Sustainability
o Merced: Jim Genes, Special Assistant to VC for Administration and Chair of Chancellor's Advisory Committee on Sustainability
o Santa Cruz: Lacey Raak, Sustainability Director
o Santa Barbara: Mo Lovegreen, Sustainability Director; Kate Kokosinski, Sustainability Coordinator
o Irvine: Richard Demerjian, Sustainability Director
o San Diego: Kristin Kielich, Sustainability Program Manager
• UCOP
o Sustainability Manager Matt St.Clair
o Sustainability Specialist Rashmi Sahai

**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

UCSB SUSTAINABILITY MISSION STATEMENT
The University of California, Santa Barbara is committed to global leadership for sustainability through education, research, and action. The concept of "sustainability"
can be used in many ways, but in the Campus Sustainability Plan (CSP) it is defined as: "Meeting the needs of the present generation, without compromising the ability of future generations to meet their own needs."

**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:**

The Campus Sustainability Plan (CSP) is a dynamic document intended to provide a roadmap for major steps toward achieving sustainability over the next 15 to 20 years. The Chancellor's Campus Sustainability Committee (CSC) selects priorities each year. These committees and subcommittees developed a series of recommendations, goals, and objectives for various timeframes: Short-Term July 2012-June 2014, Mid-Term July 2014-June 2020, and Long-Term July 2020-June 2050.

At the University of California, Santa Barbara, we envision a future where we
have little to no impact on the environment, and everyone is engaged in sustainability.
We are committed to fostering a culture of sustainability through campus-wide sustainability efforts, program development, and promulgating the sustainability work of staff, faculty, and students – our greatest renewable resource. UCSB strives to capitalize on our position as an institution of higher education to ensure that all students understand the interconnectedness of environmental, economic, and social systems and to communicate that we each have a role to play in sustainability.

More specifically, we aim to research, create, and implement solutions for a more
sustainable future. We want all students graduating from UCSB to be motivated
to integrate sustainability into their future professions, embedding sustainability
throughout the workforce. We envision that all members of our campus community
will have access to healthy foods and lifestyles and will be able to meet
their needs today and in the future with minimal impact on the needs of others.
Finally, UC Santa Barbara continues to seek to do business with companies that
are integrating sustainability into their strategic planning and operations, as
well as assisting their workers in meeting their own needs. Thus, we believe that
building sustainable partnerships will result in a stronger local economy.
In order to achieve this vision, UC Santa Barbara continues to prioritize and
monitor the implementation and progress of its sustainability initiatives. We
encourage and coordinate the efforts of our faculty, staff, and students who are
the front line of positive change by taking action today for a better tomorrow. By
working with all sectors of the campus community, we look forward to helping
UCSB maintain its leadership and attain its shared vision of a sustainable future.

**The website URL where information about the institution's sustainability planning is available:**

http://www.sustainability.ucsb.edu/wp-content/uploads/Campus-Sustainability-Plan-Final-1-0.pdf

# Governance

**Criteria**

*Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

*Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

*Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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"---" *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:**

Yes, both undergraduate and graduate students are invited to participate in the governing bodies for the campus. A formal process is used to select nominees to the Chancellor's Campus Sustainability Committee, and students can volunteer at any point in time to join any of the 11 subcommittees/change agent teams by simply stopping by the Office of Sustainability or emailing Mo Lovegreen, Director of Campus Sustainability and letting her know what teams they are interested in serving on. Each year, the Office of Sustainability seeks additional student participation to help round-out the groups.

**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:**

Student representatives are voted on and appointed to the Chancellor's Sustainability Committee from three student organizations. There is one undergraduate representative from each of the following organizations: the Environmental Affairs Board (EAB) and from Associated Students (AS). The undergraduate representatives serve one year terms. In addition, there is also a graduate student representative voted on and approved from the Graduate Student Association (GSA). This individual typically serves a 3 year term and can re-up for a second term if desired. In addition to serving on the Chancellor's Sustainability Committee (CSC), representatives also have the opportunity to serve on many of the subcommittees or Sustainability Change Agent Teams.

**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** | Yes |
| **Communications processes and transparency practices** | Yes |
| **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:**

Undergraduate and Graduate Student members serving on either the Chancellor's Campus Sustainability Committee or in any of the 11 subcommittees/change agent teams are part of establishing the mission/vision/goals for each group they participate in. This includes developing policy recommendations, short- and long-range planing, working within a set budget (or crafting proposals to enhance the budget), partnering on communication strategies, and setting the prioritization of projects each academic year.

**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:**

A University of California, Santa Barbara staff member is formally appointed to serve on the Chancellor's Sustainability Committee via the Chancellor's Staff Advisory Council (CSAC).

http://csac.ucsb.edu/index.cfm

In addition to this, any staff member is welcome to serve on any of the 11 Sustainability Change Agent Teams:

Academics

Built Environment

Communications

Energy/Alternative Energy

Food

Labs,Shops, & Studios

Landscape/Biotic Environment

Procurement

Transportation

Waste

Water

**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:**

Same as above; staff members are appointed by CSAC, and they don't make the distinction between supervisory vs. non-supervisory. In any year, staff members from either body may be appointed to serve as part of this process.

**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** | Yes |
| **Communications processes and transparency practices** | Yes |
| **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 members serving on either the Chancellor's Campus Sustainability Committee or on any of the 11 subcommittees/change agent teams are part of establishing the mission/vision/goals for each group they participate in. This includes developing policy recommendations, short- and long-range planing, working within a set budget (or crafting proposals to enhance the budget), partnering on communication strategies, and setting the prioritization of projects each academic year.

**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:**

The UCSB Academic Senate Committee On Committees makes formal appointments for faculty to serve on the Chancellor's Sustainability Committee. In addition, any faculty member is welcome to serve on any of the 11 change agent teams (or many of the Chancellor's Sustainability Subcommittees).

**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?:**
Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

There are typically six faculty members (that are also researchers) serving on the Chancellor's Sustainability Committee. A list of names is requested from the Academic Senate Committee on Committees, and the Chancellor then selects from that list to make formal appointments. The terms are for 3 years, and members may choose to accept a second term to continue their appointments.

**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** | Yes |

| Communications processes and transparency practices | Yes |
|---|---|
| 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 members serving on either the Chancellor's Campus Sustainability Committee or in any of the 11 subcommittees/change agent teams are part of establishing the mission/vision/goals for each group they participate in. This includes developing policy recommendations, short- and long-range planing, working within a set budget (or crafting proposals to enhance the budget), partnering on communication strategies, and setting the prioritization of projects each academic year.

**The website URL where information about the institution's governance structure is available:**

http://www.sustainability.ucsb.edu/wp-content/uploads/Campus-Sustainability-Plan-Final-1-0.pdf

# 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.

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**From the institution:**

UC Santa Barbara was once again honored in Fall 2011 by Minority Access, Inc. for its commitment to diversity. In cooperation with the Office of Minority Health and the National Institutes of Health, the award recognizes institutions committed to increasing the pool of underrepresented scholars. This is the fifth year in a row that UCSB has been recognized. The percentage of women hired for the employment year 2011-2012, both white and minority, came to 62.5%. This is the highest percentage of women hired at UCSB since the campus began to keep track of these statistics in the 1970s. In Fall 2011, 30% of our freshman class was composed of underrepresented minorities. 25% of the class are Chican@/Latin@ students, moving us closer and closer to the status of a Hispanic Serving Institution. That status requires our entire undergraduate student body to be twenty-five percent Chican@/Latin@ for at least two years running, so we are a couple of years out from accomplishing this. We expect to become the first Hispanic Serving Institution in the AAU.

| 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**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**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

"---" *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:**

There are several committees on the UCSB campus whose mission is to promote diversity and equity and who work in conjunction with each other. Three of the central committees include:

The Chancellor's Advisory Committee on the Status of Women
The Chancellor's Advisory Council on Campus Climate, Culture, and Inclusion
The Academic Senate Committee on Diversity and Equity

The Chancellor's Advisory Committee on the Status of Women:

http://bit.ly/zTOxQz

The Chancellor's Advisory Committee on the Status of Women is an administrative committee that has existed on campus since the mid 1970s. It draws its membership from faculty, staff, and students on campus, and standing members include the director of the Women's Center, our Title IX Coordinator and Sexual Harassment Officer, chair(s) from the Senior Women's Council, and chair(s) from the Professional Women's Association. The charge of CACSW is to advise and consult with the Chancellor about concerns and issues regarding the status of women at UCSB. The committee engages in the review of drafts of campus and system-wide policies pertaining to campus women (e.g., parental leaves, sexual harassment, gender equity in sports). The CACSW, along with the Women's Center, organizes a panel discussion, "Demystifying the Tenure Process," for junior faculty women on a yearly basis. The CACSW conducts meetings and investigations on issues including leadership, governance, representation of women in faculty and key administrative positions, pay equity, career equity review, work/life, staff-student ratio, Title IX, safety, student parent registration, diversity training, and female graduate student representation, employment, and mentorship. Since 1997, CACSW has met annually with the Chancellor and his Vice-Chancellors to discuss a yearly report on the status of women.

The Chancellor's Advisory Council on Campus Climate, Culture, and Inclusion

http://chancellor.ucsb.edu/committees

UC President Mark Yudof recently formed a system-wide Advisory Council on Campus Climate, Culture, and Inclusion

http://www.universityofcalifornia.edu/news/article/23577

to address challenges in enhancing and sustaining a tolerant, inclusive environment on all UC campuses. The Council's first meeting was held June 30, 2010. UCSB also has a Campus Advisory Council on Campus Climate, Culture, and Inclusion. It is chaired by Chancellor Yang and composed of faculty, students, staff, administrative personnel, community representation, and ex-officio members, which includes academic deans. The purpose of the advisory council is to:
• Provide ongoing evaluation of campus climate conditions, practices, and policies.
• Suggest measures that will support the goals of inclusion and community, especially including measures reflecting promising practices from elsewhere in UC and the nation.
• Coordinate its analyses, recommendations, and other work with related work of any entities created by faculty, staff, students, or neighboring communities.
• Fulfill other campus-specific responsibilities identified by the Chancellor.
• Respond to queries and suggestions from the President's Advisory Council

The Academic Senate Committee on Diversity and Equity

https://senate.ucsb.edu/~councils.and.committees/?DE

Purpose: To work towards attaining the campus goals of diversity and equity and to actively pursue the goals of affirmative action.

Duties: The Committee promotes campus diversity and equity, ensuring the equal treatment of women, ethnic minorities, individuals of diverse sexual orientations, individuals with disabilities, and other members of the campus community. In meeting this charge, the committee may initiate studies on campus diversity and equity, using data collected from all campus sources; formulate and disseminate recommendations on any matter influencing campus diversity and equity; and address matters involving the hiring, employment, educational, and social circumstances of faculty, staff, and students.

**The full-time equivalent of people employed in the diversity and equity office:**

1

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

http://diversity.evc.ucsb.edu/resources/committees/

**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:**

UCSB offers several formal and informal trainings and activities on cultural competence. The Supervisory Certificate Program includes modules on diversity, accessibility (for people with physical and mental disabilities), and sexual harassment:

http://hr.ucsb.edu/tod/scp.php

All supervisors are also required to take regular online trainings in sexual harassment.

UCSB also offers many cultural and diversity oriented programs and support services, including lectures and workshops. They are not mandatory. Listing of diversity events:

http://diversity.evc.ucsb.edu/events/

**The website URL where information about the cultural competence trainings is available:**

http://diversity.evc.ucsb.edu/events/

# Assessing Diversity and Equity

## Responsible Party

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

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### 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

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**Submission Note:**

The website for the most recent UCUES survey can be found at:
http://bap.ucsb.edu/IR/UCUES/UCUES.html

*"---" 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) :

The University of California Undergraduate Experience Survey (UCUES) is regularly administered at UCSB. The UCUES is also used at other major reserarch universities, and researchers and administrators from these institutions and many others helped design the survey. The survey is funded by the participating institutions. This survey asks students to rate how their ability to appreciate, tolerate, and understand racial and ethnic diversity has developed while at college. They are also asked whether they believe they (and their fellow students) are respected, regardless of their economic status or social class, gender, race or ethnicity, religious beliefs, political beliefs,

sexual orientation, or disabilities. Several questions are also asked about how their economic situation affects their studies and ability to participate in campus life.

During departmental external reviews, each department also surveys students and faculty about the culture of diversity and equity within the department. Though these are done at the individual department level, all academic departments go through this process.

**Has the institution assessed student diversity and educational equity?:**

Yes

**A brief description of the student diversity and educational equity assessment(s):**

UCUES collects a broad range of data about the academic and co-curricular experiences of undergraduate students at the University of California. UCSB participates in UCUES every two years. The survey is administered during the spring quarter, and all UCSB undergraduates are invited to participate.

A comprehensive description of the structure, content, and methodology of the survey can be found at the UC Office of the President (UCOP) UCUES website.

Summary charts of UCUES data for UCSB students can be found at these links:

UCSB UCUES 2012

UCSB UCUES 2010

UCSB UCUES 2008

Each year's summary charts include the following topic areas:

Academic Engagement
(e.g., gains in academic and life skills, participation in academic activities such as doing research with faculty, reasons for choosing one's major, factors that can interfere with academic success)

Demographics
(English language background, self-reported social class, immigration background)

Student Satisfaction
(e.g., satisfaction with academic experience and with social experience, satisfaction with courses and instruction, the importance of research opportunities as part of an undergraduate education)

Civic Engagement
(Participation in community service, types of community service work)

Student Development
(e.g., time spent on academics and employment, time spent on non-academic activities, student leadership and involvement in clubs and organizations, gains in social skills, post-graduation plans for seniors, career intentions)

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

The Campus Climate Survey was completed in academic year 2013/2014 was the year the survey was completed:

http://campusclimate.ucop.edu/_common/files/pdf-climate/summary-factsheet.pdf

The University of California seeks to create and nurture an ethos of respect and inclusion for all. Only with the constant attention and commitment of the entire UC community will we achieve this goal. This systemwide campus climate study constitutes a starting point, not a finish line, in this ongoing work.The task ahead is to dig through this data at each locale, identifying what has worked and can be replicated, and determining what deficiencies need to be addressed head-on.

Make no mistake: Every UC location has already taken steps to address campus climate issues–we have not been waiting for the survey to be completed before taking action on these important issues.

These efforts already underway include the hiring of dedicated diversity and inclusion staff, programs that address unconscious bias in hiring and promotions, targeted staff and student trainings, and resource centers for particular groups.

Overall, the news is good. The survey results show that a large majority (79%) of respondents are satisfied with the overall climate at UC, and three-quarters of respondents said they're comfortable with

the climate for diversity in their work unit, academic area, or clinical setting. We also know that more remains to be done to ensure that all members of the UC community feel comfortable in their environments.

According to Rankin & Associates Consulting, who conducted the survey, "the findings for the University of California are consistent with those found in higher education institutions across the country."

Below are additional highlights of the study results:

A LARGE MAJORITY OF THE UC COMMUNITY IS SATISFIED WITH THE OVERALL CLIMATE AT THE UNIVERSITY

•79% of all survey respondents were comfortable or very comfortable with the campus climate at UC, while 7% were uncomfortable or very uncomfortable.

•75% of all respondents were comfortable or very comfortable with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting, while 10% were uncomfortable or very uncomfortable.

•73% of undergraduate students, 78% of graduate students, and 56% of faculty and post-docs were comfortable or very comfortable with the climate in their classes. Meanwhile, 7% of undergraduates, 5% of graduate students, and 2% of faculty and post-docs were uncomfortable or very uncomfortable.

•More than half of all respondents thought that the overall campus climate was very respectful or respectful of various races/ethnicities at UC, including African American/African/Black, American Indian/Alaskan Native, Asian/Asian American, Hispanic/Latino, Middle Eastern/South Asian/North African, Pacific Islander, and white.

Campus Climate Study: Summary of Systemwide Findings

STUDENTS ARE LARGELY SATISFIED WITH THEIR ACADEMIC EXPERIENCE AT UC

•69% of undergraduate students and 78% of graduate students were satisfied with their academic experience at UC.

•75% of undergraduates, 85% of graduate students, and 67% of post-docs/trainees felt valued by faculty in the classroom.

STUDENTS GENERALLY FEEL THAT DIVERSE PERSPECTIVES ARE INCORPORATED IN UC

COURSES

•More than half of undergraduate and graduate students reported that UC courses included sufficient materials, perspectives, and/or experiences of people based on a variety of personal characteristics (such as age, ethnicity, gender identity, marital status, race, or sexual orientation).

FACULTY, STAFF, POST-DOCS, AND TRAINEES OVERWHELMINGLY FEEL THAT UC VALUES A DIVERSE STAFF AND FACULTY

•81% of staff, faculty, post-docs, graduate students, and trainees said their campus/location values a diverse staff, and 76% felt that UC values a diverse faculty.

MORE WORK MUST BE DONE TO ADDRESS ISSUES FACED BY CERTAIN GROUPS

•Underrepresented minority respondents and multi-minority respondents were less comfortable with the overall climate and the workplace climate than were white respondents and other people of color. White respondents were more comfortable with the climate in their classes than were other racial groups.

•Undocumented residents were less comfortable with the overall climate, the climate in their classes, and the climate in their work units/departments than were U.S. citizens and non-U.S. citizens.

[Note: President Napolitano has allocated $5 million to support and expand services for undocumented resident students at UC, in addition to financial aid already available to this group. The President has also met privately with undocumented students on several occasions to discuss their concerns and priorities. Some campuses also have dedicated centers for undocumented students.]

•Transgender and genderqueer respondents were less comfortable with the overall climate at their campus/location than were women and men respondents. Genderqueer, transgender, and women respondents were less comfortable in their department/work unit/academic unit/college/school/clinical setting than were men respondents. LGBQ respondents were less comfortable with the overall climate and the climate in their departments and work units, compared with heterosexual respondents.

•A higher percentage of respondents who had not served in the military were very comfortable or comfortable with the overall climate at their institutions and with their department/work unit/academic setting, compared with respondents who had served in the military.

[Note: President Napolitano has already formed a systemwide veterans' advisory group to address the unique challenges of these students, and has met with the group privately. Each UC campus also already has a dedicated veteran services coordinator and/or support team that addresses the needs of veterans at UC. Many campuses also already have, or are in the process of establishing, dedicated centers or lounges for student veterans.]

•24% of respondents believed that they had personally experienced exclusionary, intimidating, offensive, and/or hostile conduct at a UC campus/location; 9% of respondents said that this conduct interfered with their ability to work or learn.

•A higher percentage of staff respondents reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct, compared to faculty or students. A higher percentage of racial minorities reported experiencing this conduct, compared to non-minorities.

•3% of respondents believed they had experienced unwanted sexual contact while at a UC campus/location within the last five years. Higher percentages of undergraduate students experienced this type of contact in the past five years, compared to graduate students, staff, faculty, or post-docs/trainees. Higher percentages of gender, queer, transgender, and women respondents experienced this conduct, as compared to men respondents.

**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):**

"Our UCSB community was asked to participate in a UC system-wide survey to evaluate a variety of issues related to campus climate in order to assess the learning, living, and working environments at the University. We had a relatively high response rate of 30%, second highest among the UC campuses with undergraduate populations.

Thank you to all of our students, faculty, and staff who participated in this important survey. We care deeply about the well-being of our entire campus community, and we value the perspectives and insights you have shared with us.

Over the coming months, we look forward to an in-depth study of our campus's data so that we can continue conversations and develop actions to foster an even more welcoming, inclusive, and supportive climate for each and every member of our diverse campus community. Your feedback and ideas help us to work together to continuously improve our campus, and we appreciate your participation in this important collaborative endeavor.

Sincerely,

Henry T. Yang
Chancellor "

Each year's survey gathers information in the following topic areas so we can assess our progress in improving governance and public engagement in these important matters:

Academic Engagement
(e.g., gains in academic and life skills, participation in academic activities such as doing research with faculty, reasons for choosing one's major, factors that can interfere with academic success)

Demographics
(English language background, self-reported social class, immigration background)

Student Satisfaction
(e.g., satisfaction with academic experience and with social experience, satisfaction with courses and instruction, the importance of research opportunities as part of an undergraduate education)

Civic Engagement
(Participation in community service, types of community service work)

Student Development
(e.g., time spent on academics and employment, time spent on non-academic activities, student leadership and involvement in clubs and organizations, gains in social skills, post-graduation plans for seniors, career intentions)

Sincerely,

Henry T. Yang
Chancellor"


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

http://diversity.evc.ucsb.edu/CampusClimate/

# Support for Underrepresented Groups

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

## 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:**

Please note that many of the above resources are designed to support students, staff, and faculty (rather than just one of the three groups). This is only a sampling of the support services and programs available.

"---" *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:**

Diversity Resources - Administrative Office Information

http://diversity.evc.ucsb.edu/resources/administrative.offices/

UCSB's many administrative offices generally incorporate diversity efforts into their short- and long-term planning and their everyday work. The following are examples of offices or departments that provide programs and services for specific populations or whose work is

focused particularly on diversity efforts.

Graduate Division

http://www.graddiv.ucsb.edu

The Graduate Division's mission is to ensure UCSB's intellectual vitality by attracting the brightest, most talented and diverse community of scholars to our graduate programs. The division works to retain these students by promoting academic excellence in graduate degree programs, fostering a diverse and inclusive graduate community, and cultivating a campus environment that is intellectually challenging and socially supportive.

In support of this mission, Graduate Division staff members attend, and the division sponsors, recruitment events designed for populations who are underrepresented in graduate education. Graduate Division staff also administer the Summer Doctoral Research Institute (SDRI) where recently admitted students receive hands-on mentoring and research or lab experience and attend workshops on writing, funding resources, academics, and campus community. Graduate Division staff also monitor the performance and progress of students, following up as necessary to connect them with appropriate support resources. The Graduate Student Resource Center (GSRC) acts as the hub of the various units and activities within the Graduate Division, including housing graduate peer advisors who conduct workshops, provide written communications, and hold office hours for students in four distinct areas: diversity and outreach, academic services, funding support, and academic writing.

Additionally, the Graduate Division administers a National Science Foundation-AGEP grant that provides funding to support recruitment and retention of underrepresented minority students in the fields of science, technology, engineering, and mathematics (STEM). In addition to partnering with other campus academic preparation and support units, the Graduate Division collaborates with the Center for Science and Engineering Partnerships (part of the California NanoSystems Institute) in both the administration of the University of California Leadership and Excellence through Advanced Degrees (UC LEADS) program and in support of the Professional Development for Graduate Students (PDGS) program. UC LEADS is designed to identify undergraduate students with the potential to succeed in the STEM disciplines but who have experienced situations or conditions that have adversely impacted their advancement in their field of study. PDGS, particularly supportive of those who are underrepresented in the STEM disciplines, provides a series of workshops designed to enhance students' proficiency in personal and professional skills critical for academic and career success.

Office of the Associate Vice Chancellor for Diversity, Equity, and Academic Policy

http://diversity.evc.ucsb.edu

This office has oversight of all academic policies and campus review processes for new academic programs, academic units, research units, and new degree programs. It oversees the campus Program Review process. It is responsible for the administration of campus faculty enrichment programs, including diversity incentive recruitment funding, the President's Postdoctoral Recruitment Program, the Faculty Career Development Awards, the UC Regents' Humanities and Junior Faculty Awards, and the Faculty Fellows Program. The office has oversight of the Career Equity Review process and survey process to identify and rectify inequities in faculty compensation. This office also oversees the Bright Horizons Back-Up Care Advantage Program. Assistant and Associate Professors are eligible to register for back-up child care and elder care service for a small co-payment. This program is subsidized by the Office of the Executive Vice Chancellor.

Office of Academic Preparation

http://www.apeo.ucsb.edu

The Office of Academic Preparation connects students, parents, teachers, school administrators, and the UCSB community with educational programs, services, and activities to build college-going communities. The goal is to improve student learning, increase college-going rates, and provide equal access to higher education to California's diverse students.

Office of Equal Opportunity & Sexual Harassment/Title IX Compliance

http://www.oeosh.ucsb.edu

The Office of Equal Opportunity & Sexual Harassment / Title IX Compliance (OEOSH/TC) is the campus office responsible for the University's compliance with federal and state laws and University policies and procedures regarding discrimination, retaliation, and sexual harassment for students, staff, and faculty. OEOSH/TC works to promote and integrate the principles of equal opportunity, affirmative action, nondiscrimination, and excellence through diversity on campus.

**The website URL where more information about the support programs for underrepresented groups is available:**
http://diversity.evc.ucsb.edu/resources/

**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:**

Policies & Procedures

The University of California, in accordance with applicable federal and state laws and University policy, prohibits discrimination against or harassment of any person at the University on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, sexual orientation, citizenship, or age. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, employment, access, and treatment in University programs and activities. The University of California also prohibits employment discrimination based on status as a covered veteran (see VEVRAA below).

Equal Opportunity

Chancellor's Statement on Fair & Open Academic Environment

http://www.oeosh.ucsb.edu/Policies/ChancellorFairOpenstatement.pdf

UC Santa Barbara Academic Personnel Policies

http://www.ucop.edu/academic-personnel/academic-personnel-policy/

Policies of the Regents

http://regents.universityofcalifornia.edu/governance/policies/

Standing Orders of the Regents

http://regents.universityofcalifornia.edu/governance/standing-orders/

Affirmative Action

UC Affirmative Action Guidelines for Recruitment and Retention of Faculty, June 1, 2001

http://www.oeosh.ucsb.edu/EOAA/Recruitment&RetentionFaculty.pdf

UC Guidelines for Academic and Staff Affirmative Action Compliance Programs for Minorities & Women, Individuals w/ Disabilities & Covered Veterans

http://policy.ucop.edu/doc/4000378/GdlnsAACompliPgrms

UC Santa Barbara Academic Equal Employment & Affirmative Action Policies

http://www.oeosh.ucsb.edu/EOAA/ACEEPolicy.html

Diversity

Chancellor's Statement on Diversity

http://www.oeosh.ucsb.edu/Policies/ChancellorStatementonDiversity.pdf

Chancellor's Statement on Fair & Open Academic Environment

http://www.oeosh.ucsb.edu/Policies/ChancellorFairOpenstatement.pdf

UC Office of the President Diversity Website

http://diversity.universityofcalifornia.edu/index.html

Non-Discrimination

Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment

http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct

UC Staff Personnel Policy 12 – Non-Discrimination in Employment

http://ucnet.universityofcalifornia.edu/

APM – 35 Affirmative Action and Non-Discrimination in Employment

http://www.ucop.edu/academic-personnel/_files/apm/apm-035.pdf

Sexual Harassment:

http://ucnet.universityofcalifornia.edu/

UC Policy on Sexual Harassment
UC Policy on Sexual Harassment (en Español)
UC Procedures for Responding to Reports of Sexual Harassment

UC Procedures for Responding to Reports of Sexual Harassment (en Español)

UC Sexual Harassment Appendices

UC Sexual Harassment Appendices (en Español)

UC CANRA policy

http://policy.ucop.edu/doc/4000603/CANRA

Title IX

Athletics Department Gender Equity Policy

http://grfx.cstv.com/photos/schools/ucsb/genrel/auto_pdf/0910sahandbook.pdf

UCOP Athletics Policy

http://www.oeosh.ucsb.edu/Policies/UCOPAthleticsPolicy.pdf

"Dear Colleague Letter"

http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100420.html

UC Santa Barbara Grievance Policies

Faculty Conduct & Administration of Discipline, including the Faculty Code of Conduct

https://senate.ucsb.edu/bylaws.and.regulations/faculty.code.of.conduct/

Non-Senate Academic Appointees / Grievances

https://ap.ucsb.edu/policies.and.procedures/red.binder/sections/%5B9_25%5D%20Grievances,%20Non-

Senate%20Academic%20Appointees.pdf

Student Grievance Procedure

http://www.policy.ucsb.edu/policies/policy-docs/student-grievance-proced.pdf

Federal Regulations and Laws

Title VII of the Civil Rights Act of 1964

http://www.eeoc.gov/laws/statutes/titlevii.cfm

Executive Order 11246

http://www.dol.gov/compliance/laws/comp-eeo.htm

Equal Pay Act of 1963

http://www.eeoc.gov/laws/statutes/epa.cfm

Pregnancy Discrimination Act of 1978

http://www.eeoc.gov/laws/statutes/pregnancy.cfm

Title IX, Education Amendment of 1972

http://www.dol.gov/oasam/regs/statutes/titleix.htm

Section 501 and 505 of the Rehabilitation Act of 1973, amended

http://www.eeoc.gov/laws/statutes/rehab.cfm

The Vietnam Era Veterans' Readjustment Assistance Action of 1974

http://www.dol.gov/compliance/laws/comp-vevraa.htm

Americans w/ Disabilities Act of 1990

http://www.ada.gov/

Section 102 and 103 of the Civil Rights Act of 1991

http://www.eeoc.gov/laws/statutes/cra-1991.cfm

Genetic Information Nondiscrimination Act of 2008

http://www.eeoc.gov/laws/statutes/gina.cfm

State Regulations and Laws

California Fair Employment and Housing Act of 1959

http://www.dfeh.ca.gov/Publications_FEHADescr.htm

Proposition 209

http://vote96.sos.ca.gov/bp/209.htm

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

**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

**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.

"---" *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:**

UCSB has many opportunities for undergraduate underrepresented students to receive help and encouragement to enter graduate school, including The McNair Scholars Program at UCSB (part of the federal TRIO program) and The NSF (Alliance for Graduate Education). UCSB also has many programs for underrepresented graduate students to receive financial and academic help to finish their degrees and continue their work in academia, including UCSB DIGSSS (Diversity Initiative for Graduate Studies in the Social Sciences) and The UC President's Postdoctoral Fellowship Program.

Additional activities include:

PIPELINE FOR GRADUATE STUDENTS:

Women in Science and Technology House: A particularly effective program for nurturing women interested in the sciences is the institution of a theme residence, the Women in Science and Technology House. The Women in Science and Technology House is designed to help women students achieve success in their science and technology courses by sponsoring workshops, talks, and review sessions with faculty, particularly women faculty. 2004-05 was the first year of its existence at UCSB, and, from the reports students presented at the end of the year, it has proven to be a very successful initiative. The Women in Science and Technology House has a Coordinating Board composed of faculty and staff members involved in women's issues on campus, such as the Director of the Women's Center and the Lead Academic Advisor from the College of Engineering.

UCSB has an accord with Jackson State University (a historically black university)—students from Jackson State do internships during the summer months.

http://www.jsums.edu/cset/prem/mission.htm

UCSB is working to develop ties to local CSUs with substantial enrollments of traditionally underrepresented groups of students. Several summer research programs are already in place, and these students will also be eligible for the Graduate Research Internship Program (GRIP).

UCSB hired diversity coordinators for STEM disciplines. UC DIGGSSS (Diversity Initiative for Graduate Students in the Social Sciences) has provided programs for underrepresented graduate students

In addition to our annual award of fellowships to incoming graduate students of diverse background, we have also instituted a pilot program of Diversity Fellowships

Graduate students organized the Hypatian Seminar as a vehicle for encouraging members of underrepresented groups to network with the larger mathematical community. The Seminar is named after Hypatian, the first woman mathematician of record.

http://math.ucsb.edu/~ellie/hypatianseminar/

Women in Physics is a group of graduate students, faculty members, post-docs, and undergraduates in the UCSB Physics Department dedicated to creating a sense of community in the department.

http://web.physics.ucsb.edu/~women/

The Department of Counseling, Clinical, and School psychology in Gevirtz Graduate School of Education was chosen by the Substance Abuse and Mental Health Services Administration as one program to study as a model for cultural competency training. The department was nominated because of its skill in training scholars and psychologists particularly concerned about culture, race, ethnicity, diversity, at-risk populations, and disparities in mental health care.

The Chicana/o Graduate Student Colectiva

http://orgs.sa.ucsb.edu/cgsc/members.html

builds community among Chicana/o and Latina/o Graduate Students. It is an organization that seeks to increase diversity, access, and equity in higher education. It promotes mentor/mentee relationships and assists in recruitment and retention efforts across all disciplines. In addition, Colectiva has ongoing workshops on funding, undergraduate mentorship, and networking.

Women in Science and Engineering, WiSE, is comprised primarily of female UCSB graduate and undergraduate students, researchers, and faculty. WiSE recognizes the achievements and promotes the advancement of women and girls in science and engineering careers, especially within higher education.

Additional Graduate Student Organizations: American Indian Graduate Student Alliance (AIGSA); Asian Pacific American Graduate Students (APAGS); Black Graduate Student Association; and the Feminist Graduate Student Organization.
Society for the Advancement of Chicanos & Native Americans in Science (SACNAS), UCSB Chapter:

http://www.ucsbsacnas.org/

PIPELINE FOR FACULTY:

For the past twenty years, UCSB has sponsored the Dissertation Fellowships for Women and Underrepresented Minorities. At present, these Dissertation Fellowships continue to be granted as follows: two Dissertation Fellowships for Women in the Department of Women's Studies and two Dissertation Fellowships for the Department of Black Studies.

McNair Scholarship Program:

http://mcnair.ucsb.edu/

The McNair Scholars Program prepares qualified undergraduates for entrance to a PhD program in all fields of study. The goals of the program are to increase the number of first-generation, low-income and/or underrepresented students in PhD programs, and ultimately, to diversify the faculty in colleges and universities across the country.

Alliance for Graduate Education and the Professoriate (AGEP):

http://www.graddiv.ucsb.edu/diversityoutreach/agep/

The UC Santa Barbara Alliance for Graduate Education and the Professoriate (AGEP) is a graduate education program that is funded jointly by the National Science Foundation and the University of California, Santa Barbara, in order to increase the number of minority students earning doctoral degrees.

UCSB DIGSSS:

http://www.socialsciences.ucsb.edu/digsss.html

The UC DIGSSS Alliance is a partnership between UC Santa Barbara, UC Los Angeles, and UC Berkeley which receives funding from the National Science Foundation and strives to increase the recruitment, enrollment, retention, and degree completion of U.S. underrepresented, Ph.D.-degree seeking, graduate social science students.

The UC President's Postdoctoral Fellowship Program:

http://gradpost.ucsb.edu/storage/Call%20for%20Applications%202011-12.pdf

The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California. These contributions may include public service addressing the needs of our

increasingly diverse society, efforts to advance equitable access to higher education for women and minorities, or research focusing on under-served populations or understanding issues of racial or gender inequalities. The program is seeking applicants with the potential to bring to their academic careers the critical perspective that comes from their non-traditional educational background or understanding of the experiences of members of groups historically underrepresented in higher education.

Faculty Career Development Award (FCDA)

http://www.college.ucsb.edu/regents-junior-and-humanities-faculty-fellowships

The FCDA is a program for non-tenured faculty who, because of the nature of their position or their role in campus affairs, have encountered significant obstacles in pursuit of their research, creative work, teaching, service, or mentoring obligations, or who have made unusually time-consuming efforts in helping to achieve campus diversity.

The purpose of the program is to help junior faculty members develop a substantial record in research necessary for advancement to tenure. Non-tenured faculty members are eligible for a maximum of two awards in different years. An applicant who receives tenure or security of employment during the award period is no longer eligible. Past recipients of the FCDA must submit a report of the work accomplished in order to be considered for a new award.
Eligibility: Assistant Professors and Lecturers PSOE.
Award: Up to $7,500 is available in course replacement funds or summer research salary.

We also offer Faculty Outreach Grants and have extensive policies and resources aimed at academic recruitment practices. Our equal opportunity policies and procedures can be found here:

http://www.oeosh.ucsb.edu/Policies/PolicyProcedures.html

**The website URL where more information about the faculty diversity program(s) is available :**

http://diversity.evc.ucsb.edu/progress.report/diversity.progress.report.pdf

# Affordability and Access

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**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

"---" *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:**

Every qualified student, regardless of income, who dreams big and works hard should be able to enroll, thrive, and graduate from the greatest public university system in the world. That's why we have one of the most generous and progressive financial aid programs in the nation. UC's Blue and Gold Opportunity Plan helps ensure that students will not have to pay UC's systemwide tuition and fees out of their own pocket if they are a California resident whose total family income is less than $80,000 a year and they qualify for financial aid — and that's just for starters.

Blue and Gold students with sufficient financial need can qualify for even more grant aid to help reduce the cost of attending.

If students are eligible, their system-wide tuition and fees will be fully covered by scholarship or grant money. The plan combines all sources of scholarship and grant awards they receive (federal, state, UC, and private) to go toward covering your tuition and fees.

Students with greater financial need can qualify for even more grant support to help defray other educational expenses (like books, housing, transportation, etc.).

Applicant's don't need to fill out a separate application to qualify for the Blue and Gold Opportunity Plan. They will receive the benefits of the Blue and Gold plan automatically if they qualify.

More information can be found at:

http://admission.universityofcalifornia.edu/paying-for-uc/glossary/blue-and-gold/index.html

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

Faculty and staff at UC Santa Barbara are provided information in various training session to direct students to the following resources:

Campus Learning Assistance Services (CLAS)
Student Resource Building Room 3210
893-3269
Campus Learning Assistance Services (CLAS) helps students increase their mastery of course material through course-specific tutoring and academic skills development. A schedule of individual drop-in labs is available at the CLAS website.

www.clas.ucsb.edu

Counseling Services
Building 599
893-4411 (24-hour number)
Counseling Services include individual and group counseling, support workshops, and stress management aids. Students can also seek advice for how to help friends.

www.counseling.ucsb.edu

Career Services
Building 599
893- 4412
Career Services include career and graduate school advising, workshops on choosing a major, resume writing and interviewing, career testing, and job listings.

www.career.ucsb.edu

The Women's Center
Student Resource Building Room 1220
893-3778
Women's Center provides student services, advocacy, and referrals. The quarterly
calendar features lectures, films, workshops, and support groups. The Center also provides Rape and Sexual Harassment Prevention education and advocacy.

www.sa.ucsb.edu/women

UCSB provides many programs and services to help its diverse student body negotiate the challenges of student life.

Student Life Services Disabled Students Program
Student Resource Building Room 2120
893-2668
Disabled Students Program (DSP) provides academic support to eligible students with temporary and permanent disabilities. These services include: note-takers, readers, mobility assistance, sign language interpreters, adaptive equipment, registration assistance, advising, referrals, and facilitation of access to all campus programs.

www.dsp.sa.ucsb.edu

Educational Opportunity Program
Student Resource
Building Room 2110
893-4758
EOP's mission is to assist in increasing eligibility rates for students from primarily low-income or first-generation college backgrounds and to assist in the recruitment of a diverse high-quality group of UC-eligible high school and community college students.

www.sa.ucsb.edu/eop

Student Health Service Near West Campus Entrance

893-5361 (information)

893-3371 (appointments)

893-7129

(advice nurse)

The Student Health Service physicians, nurse practitioners, and other health professionals team together to offer full-service primary medical care to any registered student. Patients are seen with or without appointments.

www.studenthealth.sa.ucsb.edu

UCSB Community Housing Office /

www.housing.ucsb.edu

Financial Aid Office

2103 SAASB

893-2432

The Financial Aid Office helps students and their families obtain the financial assistance they need to attend UCSB. The office administers federal, state, and institutional aid programs. They also provide financial counseling, appointments with advisors, and emergency short-term loans.

www.finaid.ucsb.edu

Office of International Scholars and Students

Student Resource Building 3rd Floor

893-2929

E-mail:

oiss@sa.ucsb.edu

The Office of International Scholars and Students (OISS) serves over 1,300 international students and scholars who study, teach, and engage in research at UCSB. OISS responds to the individual and collective needs of international students and initiates programs and projects that will add to the international dimensions of the University.

www.oiss.ucsb.edu

Resource Center for Sexual and Gender Diversity

Student Resource Center Room 3112

893-5847

E-mail:

rcsgd@sa.ucsb.edu

The RCSGD is designed to be a safe and supportive environment for all students, staff, and faculty, offering resources for the lesbian, gay, bisexual, transgender, queer, intersex community. The Center also works with those who are questioning their sexual or gender identity. The RCSDG provides educational programming, social activities, advocacy, and consultation with the goal of enhancing safety,acceptance, and quality of life at UCSB.

www.sa.ucsb.edu/sgd

The Reverse Career Fair is intended for employers to network with UCSB student organizations and build future relationships with the new student leaders. Open exclusively to student organizations that want to connect with employers, we have turned the tables and are having the employers circulate the room while student organizations man their booths!

Benefits of attending include:

Connect your organization with employers for future networking and recruiting events

Discover potential internships and full-time positions for your organizations members

Submit a copy of your digital resume book for each employer in attendance

Resume Workshop on Wednesday, April 30, 2014: 3-4pm

Gain speakers who can inform your group about certain industries

FREE for student organizations to attend!

Prize for the student organization with the best booth presentation!

List of Employer Participants

List of Student Organization Participants

This Reverse Career Fair is open to student organizations that are members of the Student Partnership Program. Check out the Student Partnership Program page for details and to apply for the program.

Step 1: Student Organization Registration

Student Organization Requirements:

Dress Professionally

Max. of 4 reps (recommended attendance of juniors, seniors, or student leaders)

Submission of resumes from organization members to be given to employers

for participating student groups, see:

http://career.sa.ucsb.edu/career-fairs/reverse-career-fair/reverse-career-fair-student-particip

ants

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

Sample resources include:
Campus Learning Assistance Services (CLAS)


http://www.clas.ucsb.edu/CLAS_services.htm


Campus Learning Assistance Services assists students in their mastery of University course material through course-specific tutoring and academic skills development. CLAS services complement University instruction and lead to increased understanding and improved performance. Program coordinators, learning skills counselors, instructors, and graduate and undergraduate tutors and peers assist more than 7000 students each year, offering instructional groups and workshops for a wide range of courses, in addition to drop-in tutoring for the following: writing, math, science, statistics, economics, and foreign languages.

Summer Transition Enrichment Program


http://www.sa.ucsb.edu/eop/Home/STEP.aspx


The Summer Transition Enrichment Program is a two-week summer-bridge residential program that provides incoming EOP students with an in-depth orientation to university life and campus resources. Students enroll in writing, mathematics, and chemistry courses taught by faculty and graduate students and participate in a seminar course designed to promote their critical thinking in reading and writing and in group discussions. Through collaborative work with staff and faculty, students discover ways to enrich their college experience and cultivate a sense of belonging to a university community. Evening programs and workshops provide opportunities to learn outside the classroom and engage in college life.
Educational Opportunity Program (EOP)


http://www.sa.ucsb.edu/eop


The Educational Opportunity Program offers academic and other support services to low-income and first generation college students. EOP provides guidance through the admission and enrollment process and supports EOP students through graduation with services such as academic and personal advising, cultural programming, academic support groups, orientation and summer bridge programs, peer advising, and career counseling. Also see Summer Transitional Enrichment Program (STEP) above.


**A brief description of the institution's scholarships for low-income students:**

Due to the generous support of donors, students have received over $2.2 million in scholarships.

Our Blue and Gold Opportunity Plan commits to providing enough scholarship and grant assistance to at least fully cover the system-wide UC fees for eligible undergraduates and families with incomes below the state household median of $80,000 per year.

A full list of scholarship programs can be found here:

http://www.finaid.ucsb.edu/Scholarships.aspx

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

As a new Gaucho Parent, there are many resources available to assist parents as their student enters UCSB. First and foremost, the staff members at UCSB are very knowledgeable about services available to students, and they are available to assist you. D'Anna Sandor, Student and Parent Liaison in the Office of Student Life (805-893-4521), is available to speak with parents by email or phone if they have a question or concern or need a referral to another UCSB department or service.

Additionally, both the student and parent handbooks provide a wealth of information about what parents and students can expect during the next four years. Both of these resources are available online.

There are a number of additional websites geared to help parents gain an understanding of the cost for their children to attend UC Santa Barbara.

When UC estimates what college will cost each year, we consider all the expenses associated with being a student: tuition and fees, food, housing, transportation, and books and supplies. But this figure, the total cost of attendance, or "sticker price," is not what most students pay. Over two-thirds of UC undergraduates receive some gift aid, with an average award of over $16,000. For California residents, that covers nearly half the cost of attending UC for a full year.

The net cost, or the actual amount parents will have to pay, may be less than you think. To get a better sense of what your net cost might be, see Estimate your aid.

Sample web links include:

http://admission.universityofcalifornia.edu/paying-for-uc/tuition-and-cost/index.html

http://admission.universityofcalifornia.edu/paying-for-uc/whats-available/index.html

http://www.sa.ucsb.edu/parents/StudentServices.aspx

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Sample links include:
Early Academic Outreach Program (EAOP):

http://www.sa.ucsb.edu/eao/eao/index.asp


McNair Scholars Program:

http://mcnair.ucsb.edu/apply.html


Student Initiated Outreach Program (SIOP):

http://www.sa.ucsb.edu/siop/



http://www.finaid.ucsb.edu/TypesofAid.aspx



**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

The Chancellor and senior administrators participate in annual recruitment events both within California to recruit unrepresented individuals. These events typically take place in both Northern and Southern California as well as the East Coast.


**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

EXCELLENCE IN HIGHEREDUCATION
The University of California provides a world-class education to approximately 240,000 students from across the socio-economic spectrum. Students with high academic qualifications, from the length and breadth of California, seek to attend the university.

Through UC's generous and progressive financial aid program, many have the opportunity to attend the university despite financial barriers. One indication of UC's financial accessibility for low-income students is the enrollment of Pell Grant recipients, whose family income is generally below $50,000. More than 40 percent of UC undergraduates—historically, the university's highest percentage—currently receive Pell Grants.
This proportion is higher than at any comparable public or private institution. UC is not just a leader in financial assistance. It also is the world's premier public institution, ranked consistently among the best universities in the nation and rated among the best values in public education in numerous national and international surveys.

http://www.ucop.edu/federal-governmental-relations/_files/uc-day-in-dc/thefacts_college_afford_

0513.pdf

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

Goals of the University's Undergraduate Financial Aid Programs
The University's commitment to serving undergraduates is built upon its mission to provide instruction. California's Master Plan for Higher Education calls for the University to select its undergraduates from among the top one-eighth of public high school graduates. The enrollment of undergraduates centers on accommodating and serving students deemed to be eligible for admission to the University. Consistent with this focus, the University's undergraduate financial assistance program is built around the goal of ensuring that UC is financially accessible to all students who are academically eligible to enroll. Undergraduate aid is intended to ensure that financial concerns are not a barrier to students who could not otherwise afford to attend UC. Consequently, most of the undergraduate financial assistance at UC is distributed on the basis of financial need.

http://ucop.edu/operating-budget/_files/legreports/1213/2011-12annualreportonstudentfinancialsu

pport.pdf

**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:**

Program of study at UC Santa Barbara is really intended for full-time students.
Deficit programs
Undergraduate students who have submitted their petitions to the appropriate dean for a deficit program of 10 or fewer units prior to the first day of instruction, and who have received approval for verifiable reasons of employment, health, or family responsibility, will receive a 50% reduction of the educational fee and nonresident tuition subject to approval of the Office of the Registrar.

Please note that approval of a deficit load will not automatically entitle a student to a fee reduction.

Refunds will be processed at the end of the quarter in which students are eligible. Therefore, students must pay the full fees in order to complete enrollment by the deadlines.

No refund will be made if a student petitions to drop to 10 or fewer units, or increases his/her unit load to exceed 10 units after the first day of instruction.

Students who have approval prior to fee assessment for a permanent deficit program through the College of Letters and Science will be automatically assessed 50% of the educational fee and nonresident tuition. Students on a permanent deficit program fee reduction who enroll in more than 10 units at any time will be billed for the full amount of fees and will need to re-apply for permanent deficit through the College of Letters and Science.

Warning: Financial aid students who receive a Pell Grant, Academic Competitive Grant (ACG), SMART Grant, Cal Grant A, or a Cal Grant B will have these grants reduced if they receive a fee refund as a result of their deficit load program. In most cases, the financial aid reduction will exceed the fee refund; thus, it is highly recommended that Pell Grant, ACG Grant, SMART Grant and Cal Grant recipients consult with the Financial Aid Office prior to applying for a deficit load. Students who are approved for a permanent deficit load automatically receive the fee refund and do not have the opportunity to decline it. Students who are on a deficit load program for only one quarter have the choice of accepting or declining the fee refund.

University Center fee
An undergraduate who has petitioned for reduced fees and is enrolled in 5.5 or fewer units is eligible for a full refund of the University Center fee. The refund procedure and determination date for eligibility are the same as for deficit programs above. Students who exceed the maximum limit allowed will be assessed the full fee.


**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:**

The Orfalea Family Children's Center, located on West Campus, and the University Children's Center, located in the Student Resource Building, provide child care for student, staff, and faculty families within the University community. Community families are also welcome. The Centers are accredited by the National Academy of Early Childhood Programs and are licensed by the State Department of Social Services. Infant and toddler classrooms care for children ages 3 months to 3 years in small, intimate groups.

These classrooms provide children with primary caregivers and a gentle loving environment. Children 3 to 5 years of age are cared for in mixed-age classrooms. The relationships within the classroom community both with peers and teachers are valued. All classrooms offer a rich variety of spaces, materials, and activities organized to promote children's active exploration and allow for mastery in all realms of development: social, emotional, physical, cognitive, and creative.

The goals of the program reflect an abiding sense of respect for all children, their unique cultures and individual development. Close ties with families are valued to ensure the best quality care possible. Parents are encouraged to be active in the program by serving on the Parent Council, spending time in their child's classroom, attending parent education meetings, joining support groups, and, most of all, communicating on a regular basis with their child's teacher. In addition, resource and referral services are available to all University families for individual family needs.

Interested parents are advised to put their child's name on the waitlist and ask about our tuition subsidies for low-income families.

Facility #: 421708882, 421709944, 426206965, 426211959, 426211960

Contact us: Administrative Directory
Phone: (805) 893-3665
FAX: (805) 893-4907
E-mail:

childrenscenters@sa.ucsb.edu

The Early Childhood Care and Education Services strive to make the program accessible to families of all backgrounds. As such, the program has secured the following financial assistance opportunities:

Tiered Tuition Rate Structure – The program utilizes a tiered tuition rate structure based on University affiliation. Staff and Faculty rates are subsidized by funding provided by the University. Student Rates are significantly offset by the generous support of the student community from undergraduate and graduate student-voter mandated fees.

View the Tuition Rate Sheet Information Page for current rates.
California Department of Education's Child Development Services Grant – This grant is available to income and need eligible families. Interested families should complete the CDE Eligibility Application. Questions regarding this funding can be directed to our Grant Coordinator at 805 893-5307.

CDE Application Instructions
CDE Eligibility Application (Page 1)
CDE Eligibility Application (Page 2)
Instrucciones para la Solicitud del CDE
Elegibilidad para la Solicitud de CDE (Pagina 1)
Elegibilidad para la Solicitud de CDE (Pagina 2)
Chancellor's Childcare Scholarship – This scholarship is sponsored by the Chancellor and is currently available for University affiliated income eligible enrolled families.

http://childrenscenter.sa.ucsb.edu/ToEnroll/FinancialAssistance.aspx

**A brief description of other policies and programs to support non-traditional students:**

The Office of Education Partnership's mission leads our staff to have active roles in:

Designing, implementing, and evaluating programs that increase college-going rates among historically underrepresented, first generation and low-income K-12 students, in our region.

Promoting coordination and collaboration across the campus' academic preparation and outreach programs by providing staff time, evaluation support, and funding for affiliated efforts.

Contributing to regional efforts to improve P-20 service coordination across many communities with affiliated university departments, schools, and other partners.

Our Regional Impact:

Individuals served by UCSB Office of Education Partnerships include significant numbers of low-income and/or first generation students, as well as students from groups historically underrepresented in colleges and universities. UCSB meets targeted students' needs through partnerships with schools and community colleges throughout Ventura, Santa Barbara and Kern Counties.

**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** | 41 |
| **The graduation/success rate for low-income students** | 84 |
| **The percentage of student financial need met, on average** | 83 |
| **The percentage of students graduating with no interest-bearing student loan debt** | 44 |

**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:**

36

**The website URL where information about the institution's affordability and access programs is available:**

http://www.finaid.ucsb.edu/Default.aspx

# 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.

**From the institution:**

The most valuable resources of our University are the people who work here. We strive to be the employer of choice by providing excellent customer service and offering effective and efficient administrative processes. The Employment Unit assists campus departments and job seekers in the application of employment policies and procedures, programs, and fair hiring practices. The Employment Unit provides essential employment services and programs that are designed to recruit and retain the best qualified people, as well as a diverse workforce, in support of the teaching and research mission of UC Santa Barbara.

| Credit |
| --- |
| Employee Compensation |
| Assessing Employee Satisfaction |
| Wellness Program |
| Workplace Health and Safety |

# Employee Compensation

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**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.

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

**Number of employees:**

4,394

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

4,394

**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:**

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**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

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**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

N/A

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

4,394

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

The University of California is recognized world-wide for excellence in education and research, and for the excellence of its medical enterprise. To support and foster this excellence, the University will manage each element of total compensation as follows:

•Align our total compensation with leading academic research institutions (public and private) as well as national, regional and local organizations with whom the University competes for talent;

•Align our jobs to the market based on their assigned responsibilities taking into account job scope, accountabilities and value to the University;

•Build funding of total compensation programs into the annual budget process in order to provide for competitive pay and total compensation package alignment;

•Reinforce a high-performance culture so as to attract, develop, motivate and retain the talent needed; Compensate individuals for their relative levels of contribution to the success of the University

•Provide cash incentive opportunities, where appropriate and aligned with market prevalent practices, with actual payouts tightly linked to results and accountabilities;

•Establish consistent linkage of system-wide programs, systems and processes while accommodating, where appropriate, a level of flexibility in administration to allow campuses to operate and compete with relative autonomy within their respective markets.

For more information, please see:

http://www.ucop.edu/hrconf/2011/presentations/job-families-market-analysis.pdf

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

At UC Santa Barbara, most payroll titles are assigned either a grade or a step scale. Graded titles have a minimum and a maximum rate and employees can be paid anywhere within the range. Titles with a step scale (ie. step 1.0, 2.0, 3.0, etc.) have a succession of steps, beginning with step 1.0 and ending with a negotiated maximum step (differs between titles). Generally speaking, positions in the Professional and Support Staff (PSS) program and the Managers and Senior Professionals (MSP) program are assigned a salary grade, and positions assigned to a Collective Bargaining Unit are on a step scale. Positions that are assigned a grade must be paid a salary within the minimum and maximum of the salary range, and positions that are on a step scale, must be paid on one of the negotiated steps.

In addition, full--time employees also receive:
Medical Insurance (a package of their choice)
Dental Insurance - UC pays the entire cost of monthly dental premiums for staff and their family members.
Vision - UC pays the entire cost of monthly vision premiums for staff and their family members.

UC Santa Barbara is governed by Federal Law but chooses to use the more generous California State Wage Minimum as it's minimum wage in order to remain competitive as an employer. Our Student Assistant positions begin at the state minimum wage of $8.00/hr*.

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $8.00/hour*
UCSB Minimum Wage for Student Assistants = $8.00/hour*

*Please note: California minimum wage will be increasing to $9.00/hr effective 7-1-14. It will increase again to $10.00/hr effective 1-1-16.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

UC Santa Barbara is governed by Federal Law but chooses to use the more generous California State Wage Minimum as it's minimum wage in order to remain competitive as an employer. Our Student Assistant positions begin at the state minimum wage of $8.00/hr*.

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $8.00/hour*
UCSB Minimum Wage for Student Assistants = $8.00/hour*

*Please note: California minimum wage will be increasing to $9.00/hr effective 7-1-14. It will increase again to $10.00/hr effective 1-1-16.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

UC Santa Barbara is governed by Federal Law but chooses to use the more generous California State Wage Minimum as it's minimum wage in order to remain competitive as an employer. Our Student Assistant positions begin at the state minimum wage of $8.00/hr*.

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $8.00/hour*
UCSB Minimum Wage for Student Assistants = $8.00/hour*

*Please note: California minimum wage will be increasing to $9.00/hr effective 7-1-14. It will increase again to $10.00/hr effective 1-1-16.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

UC Santa Barbara is governed by Federal Law but chooses to use the more generous California State Wage Minimum as it's minimum wage in order to remain competitive as an employer. Our Student Assistant positions begin at the state minimum wage of $8.00/hr*.

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $8.00/hour*

UCSB Minimum Wage for Student Assistants = $8.00/hour*

*Please note: California minimum wage will be increasing to $9.00/hr effective 7-1-14. It will increase again to $10.00/hr effective 1-1-16.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

UC Santa Barbara is governed by Federal Law but chooses to use the more generous California State Wage Minimum as it's minimum wage in order to remain competitive as an employer. Our Student Assistant positions begin at the state minimum wage of $8.00/hr*.

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $8.00/hour*
UCSB Minimum Wage for Student Assistants = $8.00/hour*

*Please note: California minimum wage will be increasing to $9.00/hr effective 7-1-14. It will increase again to $10.00/hr effective 1-1-16.

**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://www.hr.ucsb.edu/compensation/salary-scales

# Assessing Employee Satisfaction

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**Criteria**

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

**Has the institution conducted 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:**

30

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

UC Santa Barbara completed a "Campus Climate Survey" in academic year 2013.

The results for Faculty and Staff - was that they had positive attitudes about work-life issues

•Three-quarters of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents thought UC Santa Barbara demonstrated that it values a diverse faculty (76%, n= 2,938) and staff (80%, n= 2,764).

•More than half of all Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students believed that they had colleagues or co-workers (78%, n = 3,024) and supervisors (70%, n= 2,720) at UC Santa Barbara who gave them career advice or guidance when they need it.

•The majority of Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Student respondents found UC Santa Barbara supportive of taking leave (64%, n = 2,461) and supportive of flexible work schedules (73%, n= 2,827)

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

The University of California seeks to create and nurture an ethos of respect and inclusion for all. Only with the constant attention and commitment of the entire UC community will we achieve this goal. The systemwide campus climate study constitutes a starting point, not a finish line, in this ongoing work.

The task ahead is to dig through this data at each locale, identifying what has worked and can be replicated, and determining what deficiencies need to be addressed head-on. Make no mistake: Every UC location has already taken steps to address campus climate issues – we have not been waiting for the survey to be completed before taking action on these important issues.

These efforts already underway include the hiring of dedicated diversity and inclusion staff, programs that address unconscious bias in hiring and promotions, targeted staff and student trainings, and resource centers for particular groups. Overall, the news is good. The survey results show that a large majority (79%) of respondents are satisfied with the overall climate at UC, and three-quarters of respondents said they're comfortable with the climate for diversity in their work unit, academic area, or clinical setting.

We also know that more remains to be done to ensure that all members of the UC community feel comfortable in their environments. According to Rankin & Associates Consulting, who conducted the survey, "the findings for the University of California are consistent with those found in higher education institutions across the country." Below are additional highlights of the study results:

A LARGE MAJORITY OF THE UC COMMUNITY IS SATISFIED WITH THE OVERALL CLIMATE AT THE UNIVERSITY
•79% of all survey respondents were comfortable or very comfortable with the campus climate at UC, while 7% were uncomfortable or very uncomfortable.

•75% of all respondents were comfortable or very comfortable with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting, while 10% were uncomfortable or very uncomfortable.

•73% of undergraduate students, 78% of graduate students, and 56% of faculty and post-docs were comfortable or very comfortable with the climate in their classes. Meanwhile, 7% of undergraduates, 5% of graduate students, and 2% of faculty and post-docs were uncomfortable or very uncomfortable.

•More than half of all respondents thought that the overall campus climate was very respectful or respectful of various races/ethnicities at UC, including African American/African/Black, American
Indian/Alaskan Native, Asian/Asian American, Hispanic/Latino, Middle Eastern/South Asian/North
African, Pacific Islander, and white

STUDENTS ARE LARGELY SATISFIED WITH THEIR ACADEMIC EXPERIENCE AT UC

•69% of undergraduate students and 78% of graduate students were satisfied with their academic experience at UC.

•75% of undergraduates, 85% of graduate students,
and 67% of post-docs/trainees felt valued by faculty in the classroom.

STUDENTS GENERALLY FEEL THAT DIVERSE PERSPECTIVES ARE INCORPORATED IN UC
COURSES

•More than half of undergraduate and graduate students reported that UC courses included sufficient materials, perspectives, and/or experiences of people based on a variety of personal characteristics (such as age, ethnicity, gender identity, marital status, race, or sexual orientation).

FACULTY, STAFF, POST-DOCS, AND TRAINEES OVERWHELMINGLY FEEL THAT UC VALUES A DIVERSE STAFF AND FACULTY

•81% of staff, faculty, post-docs, graduate students, and trainees said their campus/location values a diverse staff, and 76% felt that UC values a diverse faculty.

MORE WORK MUST BE DONE TO ADDRESS ISSUES FACED BY CERTAIN GROUPS

•Underrepresented minority respondents and multi-minority respondents were less comfortable with the overall climate and the workplace climate than were white respondents and other people of color. White respondents were more comfortable with the climate in their classes than were other racial groups.

•Undocumented residents were less comfortable with the overall climate, the climate in their classes, and the climate in their work units/departments than were U.S. citizens and non-U.S. citizens.
[Note:President Napolitano has allocated $5 million to support and expand services for undocumented resident students at UC, in addition to financial aid already available to this group. The President has also met privately with undocumented students on several occasions to discuss their concerns and priorities. Some campuses also have dedicated centers for undocumented students.]

•Transgender and genderqueer respondents were less comfortable with the overall climate at their campus/location than were women and men respondents. Genderqueer, transgender, and women respondents were less comfortable in their department/work unit/academic unit/college/school/clinical setting than were men respondents. LGBQ respondents were less comfortable with the overall climate and the climate in their departments and work units, compared with heterosexual respondents.

•A higher percentage of respondents who had not served in the military were very comfortable or comfortable with the overall climate at their institutions and with their department/work unit/academic setting, compared with respondents who had served in the military.
[Note: President Napolitano has already formed a systemwide veterans' advisory group to address the unique challenges of these students, and has met with the group privately. Each UC campus also already has a dedicated veteran
services coordinator and/or support team that addresses the needs of veterans at UC. Many campuses also already have, or are in the process of establishing, dedicated centers or lounges for student veterans.]

•24% of respondents believed that they had personally experienced exclusionary, intimidating, offensive,and/or hostile conduct at a UC campus/location; 9% of respondents said that this conduct interfered with their ability to work or learn.

•A higher percentage of staff respondents reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct, compared to faculty or students. A higher percentage of racial minorities reported experiencing this conduct, compared to non-minorities.

•3% of respondents believed they had experienced unwanted sexual contact while at a UC campus/location within the last five years. Higher percentages of undergraduate students experienced this type of contact in the past five years, compared to graduate students, staff, faculty, or post-docs/trainees. Higher percentages of genderqueer, transgender, and women respondents experienced this conduct, as compared to men respondents

**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://campusclimate.ucop.edu/_common/files/pdf-climate/ucsb-summary.pdf

# Wellness Program

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**Criteria**

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

|  | Yes or No |
|:---:|:---:|
| **Students** | Yes |
| **Staff** | Yes |
| **Faculty** | Yes |

**A brief description of the institution's wellness and/or employee assistance program(s):**

UC Living Well is a wellness initiative coordinated by the UC Office of the President. The goal of UC Living Well is to encourage all members of the UC Community to lead and maintain a healthy lifestyle and to access the wellness activities and programs offered by UC locations. The UC Living Well website serves as a portal to the many wellness resources available to enhance the personal health and well-being of UC faculty, staff, retirees, and students.

http://www.hr.ucsb.edu/employee-services

For campus wellness programs for faculty and staff, please see:

http://uclivingwell.ucop.edu/campus_prog.html

For access to recreational facilities, please see:

http://uclivingwell.ucop.edu/rec_facility.html

For additional resources, please see:

http://uclivingwell.ucop.edu/resources.html

For UC Santa Barbara Programs on Health and Wellness:

Making wellness a priority
UC Living Well is a system-wide wellness initiative to support the UC community in maintaining a healthy lifestyle. This year, UC Living Well is partnering with Optum, a health and well-being company serving nearly 60 million people. Optum provides innovative programs and services, including a wellness portal that you can personalize to help you manage conditions and reach health goals.

How the plan works

You and your spouse/domestic partner register on the Optum wellness portal to access health information, tools, and calculators through your personalized member website
Complete the health assessment, participate in follow up activities with Optum, or attend local wellness events.
Employees and retirees can receive a $75 gift card when they earn 7500 point by participating in program activities.

Who is eligible to participate

Employees and retirees are welcome and encouraged to participate in UC Living Well programs. Spouses, domestic partners, or other dependents may participate in coaching programs but aren't eligible to receive the $75 gift card. If you are a member of certain unions, you may not be eligible for the incentive. For a list of unions that are eligible for the incentive, visit UC Living Well.

More information on At Your Service

Optum Wellness Customer Support: 855-688-9775

For Wellness Programs at UC Santa Barbara:

Leisure Review

Leisure Review classes are for recreational purposes only; you can learn a new skill, fine tune an old one, or simply keep in shape. There are no pressures, exams (except for emergency certification classes), or grades - just relax and enjoy! Classes meet once or twice weekly

throughout the day and evening. Classes are open to UCSB students, faculty, staff, alumni, affiliates, and community members (age restrictions do apply).

Learn more about these classes.

Recreation Wellness Programs

The UCSB Recreation center offers several programs to keep you moving and fit: Walk UCSB, Power Walk, Fit 4 Life, Eat Right UCSB. Learn more about these staff and faculty wellness programs.

For Wellness Resources:

Community Supported Agriculture (CSA) at UCSB

CSA at UCSB gives students, staff, and faculty the opportunity to invest in an organic farmer from Goleta, John Givens, and get a fresh box of produce weekly. The benefits of CSA are numerous. As a CSA member, you receive boxes of fresh, seasonal and organic produce, reduce greenhouse gas emissions related to transporting food, reduce solid waste due to less packaging, and aid community building through supporting a local business.

You can choose from 2 box sizes, regular and large. The boxes are dropped off every Thursday at the UCSB Mosher Alumni House from 12pm-1pm.

For more information, you can reach us at:

universitycsa@gmail.com

or 805-893-3640

Farmers Market at UCSB

The Gaucho Certified Farmers Market is a venue at which staff, students, faculty, and the local community can access fresh, locally grown produce and artisan goods. It brings together all facets of sustainability, helping to educate the UCSB community on healthy eating and living.

Wednesdays from 11-3pm, in Lot 23

Learn more about the Farmers Market and special events

Flu Shot Clinics

For the convenience of our faculty and staff and to promote the health and well-being of our entire campus community, seasonal flu immunization shots are provided on campus in the fall.

Tobacco and Smoking Cessation

UC is committed to helping faculty, staff and retirees quit smoking.

Smoke and Tobacco Free UCSB

UC's Benefit Programs offer smoking cessation services to faculty and staff

For Student Health Services, please see:

https://studenthealth.sa.ucsb.edu/healthpromo.aspx

ON CAMPUS RESOURCES:

Campus Learning Assistance Services (CLAS)

Counseling Services

Distressed Students Guide

Ergonomics

Educational Opportunity Program (EOP)

Health & Wellness

International Students

Library

Nutrition Topics

Office of Student Life

Recreation Center (RecCen)

Women, Gender, and Sexual Equity


**The website URL where information about the institution's wellness program(s) is available:**

http://uclivingwell.ucop.edu/campus_prog.html

# Workplace Health and Safety

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**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:**

Additional programs under Environmental Health & Safety can be found at:
http://ehs.ucsb.edu/

*"---" 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** | 29 | 50 |

| Full-time equivalent of employees | 4,394 | 4,629 |
|---|---|---|

**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, 2005 | June 30, 2006 |

**A brief description of when and why the workplace health and safety baseline was adopted:**

The Department of Environmental Health and Safety at UC Santa Barbara provides guidance and services to the campus community to promote the integration of health, safety, and environmental stewardship to all University activities. Programs have been in place for a number of decades, but the baseline of 2005/2006 for STARS was selected to fit within the parameter period that aligned with other categories of reporting.

**A brief description of the institution's workplace health and safety initiatives:**

There are multiple health and safety programs on campus, generally administered through Environmental Health & Safety. EH&S Divisions include: Environmental Health; Waste Management; Emergency Management; Radiation Safety; Biological Safety; Laboratory Safety; Fire Marshall; Workers' Compensation; Ergonomics; Risk Management & Insurance and Industrial Hygiene. The over-arching worker safety programs is the Injury and Illness Prevention Program (IIPP) and is the most important health and safety regulation/program on campus, and in California. The IIPP law is administered by the California Occupational Safety and Health Administration (Cal-OSHA). In short, this law requires employers to establish the following foundation safety program elements that apply to all workers regardless of their particular job duties:

Ensure that workers are trained in, and comply with, safe work practices
Inspect for and correct unsafe/unhealthy work conditions as soon as possible
Maintain documentation of all training and inspections
Encourage workers to report unsafe conditions (Hazard Reporting Form) without fear of reprisal
Communicate safety issues in a way that is understandable to all workers
Report and investigate all occupational injuries

How is the IIPP Implemented at UC Santa Barbara?

As with all campus worker safety programs, the primary implementers of the IIPP are supervisors, faculty and their department administrations (see campus policy #5400). The role of EH&S is to inform campus administrators of their IIPP responsibilities and to provide them appropriate tools to assist with implementation. These tools include:

Each department must have a written IIPP program as required by Cal-OSHA. Your local written plan should be maintained by your Department Safety Rep within the UCSB Health and Safety Binder. All employees have the right to see their written program upon request.

Per Cal-OSHA, each employee must be made aware of their employer's IIPP and their responsibilities under their plan. The best way to achieve this is to have all employees view the most appropriate online training session:

Office Supervisors

Physical Laborer Supervisor

Non-Supervisor (All employees in non-supervisory role)

Laboratory Workers (IIPP is covered as part of a broader training module)

Most modules take about 15 minutes to complete and also there is an overview of campus emergency preparedness and response procedures. Within each of the supervisor's modules are the generic forms designed to assist in meeting the training and inspection documentation requirements (IIPP Forms) noted above in #1 - 3.

Injury and Illness Prevention Program Contact:

Hector Acuna, x 8243 (substitute Jesse Bickley, x-8787)

Hector.Acuna@ehs.ucsb.edu

(

Jesse.Bickley@ehs.ucsb.edu

)

Each dept./unit has a safety bulletin board to post basic health and safety information, including:

A Cal/OSHA "Safety and Health Protection on the Job" poster

The UCSB Emergency Information Flipchart (also posted in many rooms on campus)

The "Hazard Reporting Form"

**The website URL where information about the institution's workplace health and safety initiatives is available:**

http://www.ehs.ucsb.edu/units/iipp/iipp.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.

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**From the institution:**

When considering the University of California, Santa Barbara's investments, there are two relevant groupings of investments: the endowments of the UCSB Foundation and the endowments of the campus as a whole. The latter, non-foundation endowments are overseen by the treasurer of the Regents through the General Endowment Pool.

The UCSB Foundation primarily invests in financial vehicles, such as mutual funds which are made up of a portfolio of investments in individual companies. That portfolio changes throughout the year and with market fluctuations and can contain several thousand companies. UCSB does not have the internal staff to evaluate each company and/or make frequent changes to the portfolio.

There have been some cases where the UC Regents have acted collectively to take leadership stances on key issues which the UC Regents thought were too important not to act on. Notably, these decisions were based on students raising their concerns. The three cases of divestment related to South Africa during apartheid (we no longer have restrictions against investments in South Africa), to tobacco companies (approximately 2001), and to Sudan in approximately 2006. The UC Regents' Policy #6302; Policy on divestment of university holdings in companies with business operations in Sudan can be found here:
http://www.universityofcalifornia.edu/regents/policies/6302.html

The UC Regents also have developed broad language to highlight the importance of considering social issues in our investment choices and does direct the companies managing our investments to follow these guidelines.

| Credit |
| --- |
| Committee on Investor Responsibility |
| Sustainable Investment |
| Investment Disclosure |

# Committee on Investor Responsibility

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger.  Institutions with endowments totaling less than US $1 million may choose to omit this credit.

**Submission Note:**

The UCSB Foundation has an Investment Committee which gives direction to our Chief Financial Officer for the UCSB Foundation as to which investment strategies and vehicles we should pursue. Questions regarding investment choices should be directed to our Chief Financial Officer, Eric Sonquist.
At this time, the UC Regents Endowment Fund does not have an investment responsibility committee.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**
No

**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

N/A

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

N/A

**Examples of CIR actions during the previous three years:**

N/A

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

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# Sustainable Investment

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**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

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**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 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

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*"---" 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:**

Investment in sustainable forestry funds and clean energy investments via funds

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

A sustainable investment policy is under development

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

N/A

**Does the institution's sustainable investment policy include negative screens?:**

Yes

**A brief description of the negative screens and how they have been implemented:**

Yes, The UC Regents have two social responsibility polices 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

**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:**

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**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:**

The last time the University of California, Santa Barbara actively divested from a company on the basis of social issues was in 2006 when the University of California system and all its campuses divested from Sudan. We also divested all investment in Tobacco companies and from South Africa during apartheid. The restrictions against Tobacco companies can be seen in the GEP Investment Policy Statement, Page 9, Section 5b:

http://www.ucop.edu/treasurer/invpol/GEP_IPS_Mar_17_2011.pdf

. The UC Regents' Policy #6302; Policy on divestment of university holdings in companies with business operations in Sudan can be found here:

http://www.universityofcalifornia.edu/regents/policies/6302.html

**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:**

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:**

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# Investment Disclosure

**Responsible Party**

**Mo Lovegreen**
Executive Officer
Geography & Sustainability

**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.

"---" *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:**

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**The website URL where the holdings snapshot is publicly available:**

http://www.ucop.edu/investment-office/_files/invpol/GEP_Holdings.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 |

# Innovation 1

**Responsible Party**

**Jewel Snavely**
Campus Sustainability Coordinator, TGIF Grants Manager
Office of Sustainability

**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.

## Title or keywords related to the innovative policy, practice, program, or outcome:

Partnership with Harvest Santa Barbara

## A brief description of the innovative policy, practice, program, or outcome :

UC Santa Barbara's Residential Dining Services (RDS) purchase 40% of their produce from 52 local farmers within 150 miles of our campus. Our dining commons have worked with local farmers and other parties to help establish the distribution network, Farmers Direct Produce, currently known as Harvest Santa Barbara, that has made this possible. The evolution of this unique relationship between local sources and RDS has been documented by David Cleveland, a Professor of UCSB's Environmental Studies Program with the help of student researchers (Cleveland, et al., 2014). This study identifies some of the major impediments RDS faced when sourcing local produce, including,

- "finding a supplier that could meet both RDS's goals for sustainability and the requirements dictated by the current infrastructure, budget, and regulations at the University, state, and federal levels."
- The "perception that local produce was often more expensive than produce purchased from large distributors and beyond the RDS budget.
- Dealing with "Turnover in managers, produce that was not local, high prices, delivery scheduling problems, and a lack of infrastructure for delivering to RDS."
And:
- The concern " that students might not value local, organic, sustainable produce, and, therefore, not approve of the increase in the food portion of their bills. For example, some students complained when smaller, local apples replaced the larger ones they were used to, even though the local ones had more flavor, and students could eat as many as they wanted."

As Prof Cleveland noted in an interview in the UCSB Current (

http://www.news.ucsb.edu/2014/014166/added-value-local-food-hubs

) "It's often not possible to maximize social, environmental, and economic sustainability at the same time," Cleveland explained. "There are tradeoffs, conflicts. The 'triple bottom line' in mainstream business really means that economic goals are first, and they'll work on the other ones as long as it increases their profit. The UCSB-FDP collaboration turned that upside down because it was viewed as a community project in which all of the parties valued the nonmonetary benefits of their work as much as or more than the financial benefits."
The establishment of this distribution network, currently known as Harvest Santa Barbara, and its cooperation with RDS has enabled our dinning commons to source a large percentage of their produce from local farmers. It is a model that could be exported to other campuses that seek to establish purchasing agreements with their local farmers.

References
Cleveland, D. A., 2013. Balancing on a Planet: The Future of Food and Agriculture. University of California Press, Berkeley

Cleveland, D.A., Müller, N.M., Tranovich, A.C., Mazaroli, D.N., and Hinson, K. 2014. Local food hubs for alternative food systems: A case study from Santa Barbara County, California. Journal of Rural Studies, 35:26-36.

## A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Through Residential Dinning Services' (RDS) innovative partnership with Farmers Direct Produce (FDP; now Harvest Santa Barbara), our relationship with the community and our procurement of food has been transformed. The dinning commons is now a hub for locally

sourced produce, and RDS has become a bridge between community farmers and our campus.

This partnership enabled RDS to purchase 41% of its produce from 53 local farms within 150 miles of the campus in 2012/2013.

**A letter of affirmation from an individual with relevant expertise:**

CAFF LOS_Harvest Santa Barbara_1.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 | --- |
| Research | --- |
| Campus Engagement | --- |
| Public Engagement | Yes |
| Air & Climate | --- |
| Buildings | --- |
| Dining Services | Yes |
| Energy | --- |
| Grounds | --- |
| Purchasing | Yes |
| Transportation | --- |
| Waste | --- |
| Water | --- |
| Coordination, Planning & Governance | --- |

| | |
|---|---|
| **Diversity & Affordability** | --- |
| **Health, Wellbeing & Work** | --- |
| **Investment** | --- |

**Other topic(s) that the innovation relates to that are not listed above:**

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

http://www.housing.ucsb.edu/dining/earth-friendly-dining

# Innovation 2

**Responsible Party**

**Matthew O'Carroll**
Graduate Student
Bren School of Environmental Science & Management

**Criteria**

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Water Efficiency Manager & Preventative Maintenance Plumber

**A brief description of the innovative policy, practice, program, or outcome:**

California's diminishing supply of potable water and the stress on local water supplies have prompted UCSB to recently hire a Water Efficiency Manager and a Preventative Maintenance Plumber. Both positions are solely designed to help UCSB conserve water and implement/ maintain water conservation and efficiency fixtures. The Water Efficiency Manager works on conservation efforts within the campus-wide water distribution systems, including potable, reclaimed, and storm water. In addition they work with Design and Construction Services (DCS) and Environmental Health & Safety (EH&S) on new capital projects and water, as well as with local, regional, and national water agencies. The Preventative Maintenance Plumber is primarily tasked with servicing and maintaining water efficient fixtures. After extensive research, UCSB determined that fixtures designed to be water efficient do no operate to their fullest savings potential if not serviced or maintained regularly, which can result in unnecessary water loss. By having an individual focused on maintenance of these systems, they will help UCSB immensely with increasing the efficiency of existing systems and identifying new areas where conservation and efficiency practices can be introduced. Because of this person's ability to save water, their salary is to be placed on the purchased utility account at the University because their ability to save water will directly lead a reduction in expenditures on utilities.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The appointment of both positions will lead to direct savings in water consumption. The Water Efficiency Manager has already received over $100k in grant funding and matching funding from Facilities Management at UCSB to put towards water conservation and efficiency efforts, specifically installing flow restrictors on all faucets on-campus, which is estimated to save 2.3M gallons of water annually. In addition, they have also strengthened the partnership with local water agencies by spearheading workshops on-campus, and appearing in local media outlets. They have also scheduled a mini-series on water conservation and efficiency with the local water district that will highlight best management practices from the local community and on-campus. One project on the immediate horizon is leading a feasibility study to determine the use of recycled water in cooling towers and other industrial applications, which would result in a 14% savings in potable water. By making sure fixtures are operating at optimum efficiency, the Preventative Maintenance Plumber will save significant amounts of water and help to inventory all restroom fixtures on-campus. Campus water-related research has shown that in several locations water efficient fixtures are not performing to their established standard. This individual's ability to identify and service/ replace the fixtures will lead to water savings.

**A letter of affirmation from an individual with relevant expertise:**

UCSB_Water_Conservation_Plumber_Manager_IN2.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** | --- |

| | |
|---|---|
| **Research** | --- |
| **Campus Engagement** | No |
| **Public Engagement** | No |
| **Air & Climate** | --- |
| **Buildings** | Yes |
| **Dining Services** | Yes |
| **Energy** | --- |
| **Grounds** | Yes |
| **Purchasing** | --- |
| **Transportation** | --- |
| **Waste** | --- |
| **Water** | Yes |
| **Coordination, Planning & Governance** | No |
| **Diversity & Affordability** | --- |
| **Health, Wellbeing & Work** | --- |
| **Investment** | Yes |

**Other topic(s) that the innovation relates to that are not listed above:**

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

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# Innovation 3

**Responsible Party**

**Matthew O'Carroll**

Graduate Student

Bren School of Environmental Science & Management

**Criteria**

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

**Submission Note:**

The UCSB Water Action Plan has received local, state, and national recognition for its content. At UC Santa Barbara, it received the 2012-13 Leadership & Activities Award for Sustainability Champions from the Office of Student Life. It also received the Best Practice Award for Water Efficiency & Site Water Quality at the California Higher Education Sustainability Conference and was a finalist for the Student Research on Campus Sustainability Award from AASHE.

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

UCSB Water Action Plan

**A brief description of the innovative policy, practice, program, or outcome:**

The UCSB Water Action Plan is a collaboration between UCSB Facilities Management, UCSB Sustainability, and the Bren School of Environmental & Management at UCSB. The Plan itself is a comprehensive water planning document that covers historical water conservation and efficiency efforts at UCSB, as well as consumption, but most importantly, it establishes future water conservation strategies for the University on a 15-year planning horizon. Each recommendation is complete with a full economic analysis, including a defined implementation horizon. The Plan was completed to fulfill the requirements of a Master's Thesis Group Project from the Bren School and after its completion, now serves as the official water guidance document for the University. Additional collaborators on the document include, but are not limited to, the following parties: Goleta Water District; University of California, Office of the President; other University of California campuses; Irvine Ranch Water District; faculty from the Environmental Studies Department at UCSB; and the EPA. A notable component of the UCSB Water Action Plan is that it was designed to be transferable to other colleges and universities. There are over 70 pages of appendices that explain the methodology for determining each recommendation.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Since the completion of the UCSB Water Action Plan in 2013, several of the recommendations have already been introduced. Over $100k in grant funding and matching support from Facilities Management has been set aside for retrofitting the University's restroom fixtures with water efficient products, and UCSB has hired a Water Efficiency Manager, as well as a plumber to focus on preventative maintenance. One of the current projects the University is pursuing, which was defined in the Water Action Plan, was to retrofit the entire campus with flow restrictors for faucets. This project alone will save 2.3M gallons of water annually. The Plan has also increased and formalized education and outreach efforts in regards to water conservation, specifically in organizing a residence hall water competition on campus. There are also formal plans to increase the weather-based irrigation system, as well as to expand the recycled water infrastructure at UCSB, all recommendations from the UCSB Water Action Plan.

**A letter of affirmation from an individual with relevant expertise:**

UCSB Water Action Plan - STARS Letter of Affirmation_1.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** | --- |
| **Air & Climate** | --- |
| **Buildings** | Yes |
| **Dining Services** | --- |
| **Energy** | --- |
| **Grounds** | Yes |
| **Purchasing** | --- |
| **Transportation** | --- |
| **Waste** | --- |
| **Water** | Yes |
| **Coordination, Planning & Governance** | --- |
| **Diversity & Affordability** | --- |
| **Health, Wellbeing & Work** | --- |
| **Investment** | --- |

**Other topic(s) that the innovation relates to that are not listed above:**

Resiliency

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

http://www.sustainability.ucsb.edu/wp-content/uploads/UCSB-Water-Action-Plan-2013.pdf

# Innovation 4

**Responsible Party**

**Katie Maynard**
Sustainability Coordinator
Geography & Sustainability

## 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.

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Interdepartmental PhD Emphasis in Environment & Society

**A brief description of the innovative policy, practice, program, or outcome:**

The Interdepartmental PhD Emphasis in Environment and Society (IEES) is a new PhD emphasis, approved in spring 2014 and accepting its first cohort in fall 2014, which has the goal of providing UCSB doctoral students in participating departments an opportunity to receive training and mentorship in interdisciplinary environmental studies and sciences beyond the normal scope of their degree programs. Students that join the emphasis and complete all of the requirements will receive a certificate analogous to an undergraduate minor. IEES is guided by an advisory board of faculty from diverse departments across campus, representing social sciences, humanities, and the natural sciences. The administrative home for the emphasis is the Environmental Studies Program.

To earn the emphasis certificate, students must complete the following requirements:

1. All students in the emphasis must register for a Core Seminar, offered each fall, which will bring together that year's cohort for an interdisciplinary discussion with faculty from across campus about key issues, concepts, problems, and methods in interdisciplinary environmental studies and sciences.

2. All students in the emphasis must take three elective courses in departments and disciplines other than their own. Students may choose these electives from a standing list, or they may design a more tailored elective curriculum, with proper justification.

3. All students in the emphasis must have one outside member on their dissertation committees, selected from the list of faculty affiliated with the emphasis.

4. All students must attend the IEES annual symposium, where beginning and continuing students will present their research.

5. All students must include some aspect of interdisciplinary environmental studies as a substantial component of their dissertations. There are many ways to fulfill this final requirement.

The following departments helped to form the emphasis and are participating in the emphasis now that it has been launched:

1. Anthropology

2. Bren School of Environmental Science and Management

3. Earth Science

4. East Asian Languages Cultural Studies

5. Ecology, Evolution, and Marine Biology

6. English

7. Environmental Studies Program

8. Film and Media Studies

9. Geography

10. Global International Studies

11. History

12. Interdepartmental Graduate Program in Marine Science

13. Political Science

14. Psychology

15. Sociology

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

UCSB is proud of achieving campus approval for the emphasis and successfully structuring a joint emphasis across fifteen diverse departments. This required faculty votes in every participating department and gathering support letters from departmental chairs and

graduate students.

**A letter of affirmation from an individual with relevant expertise:**

UCSB STARS Innovation Support Letter_1.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** | Yes |
| **Research** | Yes |
| **Campus Engagement** | Yes |
| **Public Engagement** | No |
| **Air & Climate** | --- |
| **Buildings** | --- |
| **Dining Services** | --- |
| **Energy** | --- |
| **Grounds** | --- |
| **Purchasing** | --- |
| **Transportation** | --- |
| **Waste** | --- |
| **Water** | --- |
| **Coordination, Planning & Governance** | Yes |
| **Diversity & Affordability** | --- |

| Health, Wellbeing & Work | --- |
|---|---|
| Investment | --- |

**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.es.ucsb.edu/phd