



University of California, Santa Cruz

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Satellite Campus areas (MBEST, SVC, Mt Hamilton and University Town Center). These are not included because we do not and can not track sustainability data at those locations, in most cases staff/students from these sites are still included in population data. Satellite campus space that is included is Long Marine Lab and 2300 Delaware - space for which we have operational control.

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

151,000,000 US/Canadian \$

Total campus area:

2,130 Acres

IECC climate region:

Marine

Locale:

Rural

Gross floor area of building space:

5,240,191 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

1,138,270 Square Feet

Floor area of healthcare space:

33,652 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

1,936,391 Square Feet

Electricity use by source::

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

Biomass	2.60
Coal	7.10
Geothermal	2.60
Hydro	15.20
Natural gas	50.40
Nuclear	15.20
Solar photovoltaic	2.60
Wind	2.60
Other (please specify and explain below)	1.70

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

Oil

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	100
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

Submission Note:

Employee FTE does not include student employees

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

Number of academic divisions:

6

Number of academic departments (or the equivalent):

39

Full-time equivalent enrollment:

16,840

Full-time equivalent of employees:

4,267

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

14,866

Total number of graduate students:

1,454

Number of degree-seeking students:

16,320

Number of non-credit students:

0

Number of employees:

3,910

Number of residential students:

7,889

Number of residential employees:

304

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Shauna Casey

Sustainability Program Manager

Sustainability Office

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:

We included practicums and internships if they had a course code and multiple students were enrolled for credit. An internship was not included if it had a course code associated with it but only represented one individual's internship (rather than a course that places multiple students in internships but meets regularly as a cohort).

"---" 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	7,392	2,124
Number of sustainability courses offered	214	12
Number of courses offered that include sustainability	160	30

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

21

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

36

Number of years covered by the data:

Two

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

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

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

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

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

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

We read through the online schedule of classes for two academic years (fall 2012 through summer 2014) to identify all courses that might fit the criteria for this credit. Once this list was collated we emailed departments for copies of each syllabus for each class. By reading each syllabus to see exactly what was covered from week to week we were able to identify whether or not a course fit the criteria for this credit. We also asked Departments to augment our list with any they knew of that we had failed to include. University Extension courses and student independent studies were not included.

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

Each offering or section of a course was counted as an individual course

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Shauna Casey

Sustainability Internship Coordinator

Campus Sustainability Office

Criteria

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

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

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

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

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

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

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

93

Total number of graduates from degree programs:

3,695

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

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

Earth and Planetary Sciences
Electrical Engineering

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

Electrical Engineering B.S. Outcome c: an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

<https://abet.soe.ucsc.edu/>

Earth and Planetary Sciences B.A.: Describe and understand the origin of the solar system and Earth■ the evolution of the solid Earth, hydrosphere and atmosphere■ plate tectonics■ climate change■ biological evolution■ and geochronology.

<http://eps.ucsc.edu/academics/undergrad-studies/ProgramLearningOutcomes.pdf>

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

<http://planning.ucsc.edu/irps/assessment/PLOs.asp>

Undergraduate Program

Responsible Party

Shauna Casey
Sustainability Internship Coordinator
Campus Sustainability Office

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies Department

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

In the Environmental Studies Undergraduate Major, students learn how to move towards a more sustainable future for human and ecological systems.

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

<http://envs.ucsc.edu/>

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

Electrical Engineering

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

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Students will develop an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; program provides the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

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

<https://ee.soe.ucsc.edu/undergraduates/mission-statement>

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

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

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

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

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

Yes

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

Sustainability Studies

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

Among the most critical societal challenges of the next 50 years are the rapidly-growing and linked ecological and social crises arising from stresses on supplies of energy, water and food. These crises are not simply about the adequacy of supply relative to demand, however; they are also the result of the complex social relations within and among societies, in the past, present and future. Dealing with such socio-ecological problems therefore requires robust interdisciplinary collaborations among engineers, social scientists and natural scientists. Moreover, in today's rapidly-changing economy, college graduates will need to be flexible and adaptable, able to learn new knowledge and skills rapidly, and cognizant of the complex organization of society and technology. This minor is designed to foster both analytical ability and provide necessary learning.

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

<http://eight.ucsc.edu/academic-programs/Minor%20in%20Sustainability%20Studies.html>

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

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

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

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

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

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

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

Responsible Party

Shauna Casey

Sustainability Internship Coordinator

Campus Sustainability Office

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*.

Submission Note:

Established in 1994, the Doctoral program* in the Department of Environmental Studies at UCSC emphasizes close faculty-student interactions, department-wide intellectual exchange, and the flexibility for continued innovation. The goal of our Ph.D. program is to develop exceptional individuals with strong foundations in their own fields, and the ability to work with those in other relevant disciplines.

Our faculty and students are deeply involved in ongoing environmental debates, and our program's structure is based on the belief that effective and useful environmental practice must be informed by interdisciplinary perspectives.

The program draws from two main areas: ecology and social science. These all are historically independent fields and UCSC's Environmental Studies program is one of the first to link them!

Our interests in ecology include:

* Conservation biology and global change ecology - the maintenance of biodiversity and ecosystem processes, and reducing human impacts on other species

* Agroecology - where ecological knowledge is used to inform human management of nature for the production of natural products for human use in ways that minimize environmental impacts.

Our interests in social science bridges the dimension between:

* Environmental policy analysis - which looks for the best management strategies within the frame of existing social institutions and practices

* And Political economy of the environment - which examines the deeper social processes through which the institutions that structure

our social and ecological agendas have been constructed.

Environmental Studies graduates are expected to be informed in all of these fields, to have deep intellectual strength in their area of specialty, and to have made substantial contributions toward the understanding of an environmental problem.

Credit: Ben Ditto

"---" 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):

Doctoral program in the Department of Environmental Studies

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

"Established in 1994, the Doctoral program* in the Department of Environmental Studies at UCSC emphasizes close faculty-student interactions, department-wide intellectual exchange, and cross-discipline innovation. The goal of our Ph.D. program is to develop exceptional individuals with strong foundations in their own fields, and the ability to work with those in other relevant specialties.

The program draws from two main areas: ecology and social science. These are historically independent fields and UCSC's Environmental Studies program is one of the first to link them.

Graduates of the Environmental Studies Doctoral Program at UC Santa Cruz are expected to be informed in conservation biology, global change ecology, agroecology, environmental policy, and political economy of the environment. Our students have deep intellectual strength in their area of specialty, and make substantial contributions toward the understanding of an environmental problem."

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

<http://envs.ucsc.edu/graduate/>

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Shauna Casey

Sustainability Internship Coordinator
Campus Sustainability Office

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

The Program in Community and Agroecology, founded in Fall 2002 in collaboration with the Colleges and University Housing Services, is an experiential living and learning program located at the Village in the Lower Quarry.

PICA's primary academic mission is to engage students with sustainability through practical experience and the sharing of community based knowledge. Through seminars, practical training in agroecology and organic gardening, student involvement in campus and community gardens, and the development of local composting projects, PICA students are able to integrate classroom instruction with hands-on learning.

PICAnS work in the classroom and the field to address such questions as:

How do issues of environmental quality and social justice interact in sustainable communities?

How does an understanding of ecology inform decisions about farming/gardening practices?

What impact can consumer choice have on how farmers design and manage their farming systems?

What roles do art and creativity play in shaping social change and in sustaining communities?

Some of their activities include:

Practical training in agroecology, horticulture and organic agriculture

Saturday workdays at the Foundational Roots Garden in the Village

Community Meals with organic food from the garden

Local internships and field studies

International exchanges and studies in agricultural communities

Collaborations with other campus programs working towards sustainability

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

<http://ucscpica.org/>

Sustainability Literacy Assessment

Responsible Party

Shauna Casey

Sustainability Internship Coordinator

Campus Sustainability Office

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.

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

Incentives for Developing Courses

Responsible Party

Shauna Casey

Sustainability Program Manager

Sustainability Office

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.

"---" 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:

The Sustainability Office offers small working group grants to faculty and staff to support the goals of the Campus Sustainability Plan. To date, faculty have not applied for funds to support course development, but we are beginning to promote this opportunity in 2014 in the hopes that some will.

Similarly, the Carbon Fund provides grants to projects that reduce the University's Carbon Footprint and/or engage and educate the campus about climate change, climate neutrality and emissions reductions.

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

The Sustainability Office has provided around \$50,000 annually to projects that support the Campus Sustainability Plan. The Carbon Fund provides around \$140,000 annually to projects that support climate change education and emissions reductions.

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

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

Campus as a Living Laboratory

Responsible Party

Shauna Casey
Sustainability Program Manager
Sustainability Office

Criteria

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

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

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

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

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

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

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

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

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

In 2006 UCSC students passed Measure 26, taxing themselves to buy Renewable Energy Certificates (RECs) in order to offset the climate impact of campus electricity purchases. In 2010 UCSC students changed the use of the funds through the passage of Measure 44. The amendment allowed funds to be used for on-site renewables and energy efficiency projects that will directly reduce our campus' carbon footprint. This created UCSC's Carbon Fund to be a new point of pride and leverage in reducing UCSC's carbon footprint. The Fund works towards recreating UCSC as an operationally carbon neutral campus while providing faculty with an opportunity for research and students with the tools they need to move towards a more sustainable future. The Fund is managed by a student committee and, to date, has funded 44 projects and a total of \$409,417. To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for climate or the Carbon Fund website at

<http://sustainability.ucsc.edu/get-involved/funding/carbon-fund/about/index.html>

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

The LEED GOLD certified Cowell Student Health Center features signage for the building that highlights its green building features. The Cowell Student Health Center was LEED Gold Certified in January 2011, and is the only facility on campus that is entirely student-funded. Education and outreach efforts for the Health Center engaged students, staff and faculty in future green building projects, as well as to bring transparency to the use of student referendum funds. This project set a precedent for student involvement in green buildings on campus. To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for Buildings category.

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:

UCSC Dining has taken the initiative to provide our students with plenty of local and organic foods. Aside from merely incorporating these more sustainable food into our menu, they also make sure to bring customers' attention to the reasons why we choose these (sometimes more costly) items. They post an array of signage in each of the dining halls to accomplish this informative publicity. One sign highlights 10 reasons to choose organic. Another, larger, poster explains the purpose for choosing the fair trade direct coffee bought from the Community and Agroecology Network. Several fliers are dedicated to addressing the correlation between the distance and production process of foods, and their respective carbon footprints. And we also bring attention to the Real Food Challenge which revolves around incorporating sustainable food systems in higher education and high schools. Lastly, we also encourage students to minimize waste through our signage. We help our students recognize the value in preventing food waste by sampling, taking only what will actually be eaten, and recognizing that even though we compost our food scraps, this is still an energy intensive process. All of these outreach efforts are led by our campus Foodies (student staff position in Dining Services), a Chancellor's Undergraduate Intern, a Provost's Sustainability Intern and interns from the Food Systems Working Group. To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for food category.

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:

In 2006 UCSC students passed Measure 26, taxing themselves to buy Renewable Energy Certificates (RECs) in order to offset the climate impact of campus electricity purchases. In 2010 UCSC students changed the use of the funds through the passage of Measure 44. The amendment allowed funds to be used for on-site renewables and energy efficiency projects that will directly reduce our campus' carbon footprint. This created UCSC's Carbon Fund to be a new point of pride and leverage in reducing UCSC's carbon footprint. The Fund works towards recreating UCSC as an operationally carbon neutral campus while providing faculty with an opportunity for research and students with the tools they need to move towards a more sustainable future. The Fund is managed by a student committee and, to date, has funded 44 projects and a total of \$409,417. To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for climate and energy or the Carbon Fund website at

<http://sustainability.ucsc.edu/get-involved/funding/carbon-fund/about/index.html>

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:

UCSC Grounds Services unit has sponsored one Provost's Sustainability Intern a year, starting in 2012. To date interns have used campus grounds to learn about and develop a weed-management plan; outreach and education materials for habitat restoration of Younger Lagoon; and an invasive species management plan. To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for Land, Habitat, and Watershed category.

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:

UCSC Procurement Services has hosted numerous Provost's Sustainability Interns since 2011. To date, interns have completed a LCA for frequently purchased office supplies; a catalog of environmentally preferred products; developed a greenwashing education program available to all campus staff through campus training services. To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for purchasing category.

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:

Student Intern for Walk to Class Challenge 2014 and 2015 - student led event to promote walking as viable and sustainable form of transportation

Transportation Advisory Committee -- four undergrad, 2 graduate seats on advisory committee regarding all modes of transportation on campus and policy issues

Sustainable Transportation Working Group - participation has varied

Bike Library -- student leader coordinates this program each year
Bike intern completed the bike friendly award application
To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for transportation category.

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:

UCSC has sponsored several Provost's Sustainability Interns to work on waste reduction efforts since 2011. To date, interns have started a compost and recycling program at Student Housing; started waste education pilot programs at several of the residential colleges; created a campus-wide, formalized system for Zero Waste Events that promotes and encourages waste reduction and waste diversion; completed a waste assessment and education pilot program to bring UCSC's McHenry Library as close to being a zero waste facility as possible and create a waste reduction intervention that could be duplicated at other buildings on campus among other projects. To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for waste and recycling category.

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

Students have used the campus as a laboratory to learn about and practice direct advocacy around water issues including developing Take Back the Tap, a student organization focused on eliminating the sale of single use water bottle at UCSC and Drop Your Own Drip campaign, to educate students about their personal water consumption and motivate them to change their everyday behaviors to reduce their use. In addition, the Sustainability Office's student Drought Response team has worked with grounds services to identify leaks and areas for retrofits to reduce waste and to educate the campus about water conservation. To learn more about individual projects visit the Project Clearinghouse at

<http://projectclearinghouse.ucsc.edu/>

and search for water category.

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

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

The Office for Diversity, Equity and Inclusion offers internships to students in the Professional Career Development Program. Student interns participate in work that advances the University's teaching, research and service mission and commitment to excellence by working collaboratively with others throughout the institution to promote a campus climate that values diversity, equity and inclusion, and is free of bias and harassment. Initiatives and activities are designed to cultivate a climate in which all students, staff and faculty are treated fairly and able to thrive and succeed; and everyone including current affiliates, alumni, supporters and community members is welcomed. Initiatives ensure that UC Santa Cruz is compliant with nondiscrimination and affirmative action policies and laws for staff and faculty, and all applicants and employees are afforded equal opportunity in employment.

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

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

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

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

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

<http://projectclearinghouse.ucsc.edu/>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Shauna Casey

Sustainability Internship Coordinator

Campus Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

134

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

499

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

36

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

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

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

<http://sustainability.ucsc.edu/get-involved/faculty-research.pdf>

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

We reviewed research statements on all faculty websites from all academic departments to identify those whose interests related in some way to sustainability. We circulated that list to UCSC's academic task force, consisting of 3 faculty representatives, and asked them to identify any missing faculty from that list.

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

1. Professor Carol Shennan (Environmental Studies) and Associate Researcher Joji Muramoto at the Department of Environmental Studies received over \$2.3 million grants from USDA and the California Strawberry Commission during 2007-2012 to optimize anaerobic soil disinfestation, a biological alternative to soil fumigants, for strawberries in California. This work could provide an economically feasible non-fumigant alternative to California strawberry growers who produce over 85% of the US strawberries using the world largest amount of methyl bromide, an ozone layer depleter, and other toxic fumigants for pre-plant soil treatment. 2. Professor Michael Isaacson (Engineering) is the principle investigator of the Sustainable Engineering and Ecological Design (SEED) research program at UCSC, which recently received a five-year \$4.5 million grant from the National Science Foundation to fund clean energy research and educational programs. 3. Professor Sue Carter (Physics) has received a combined \$2.4 million from US Discovery Grant and Abengoa Match and NSF DMR for research on photovoltaics and solar energy to develop a PV-powered greenhouse that enhances plant and algae growth; o develop copper sulfide alloy materials as a low cost, low energy, non toxic, and abundant material for large scale deployment of photovoltaics; and o develop nanostructured solar cells that can convert more than one electron per incident photon, as a pathway towards high efficiency photovoltaics. 4. John Vesecky and Brent Haddad and Tiffany Wise West have coordinated the GreenWharf initiative- an academic-public partnership consisting focused on renewable energy and other sustainability efforts at the Santa Cruz Municipal Wharf. With a renewable energy testbed including the first off-shore wind turbine to be permitted on the coast of California, installation of an electric vehicle charging station, retrofit of all street and pedestrian lighting to LED technology, and the successful launch of a self- and docent-lead EcoTour, the aim of the initiative is to provide a model for other coastal communities in diffusing energy efficient technology and education. The GreenWharf is also an interdisciplinary research hub with active engagement by students and faculty.

4. Professor Barry Sinervo and other UCSC researchers have developed an ambitious plan to use the UC Natural Reserve System (NRS) to detect and forecast the ecological impacts of climate change in California. Their proposal to establish a UC-wide Institute for the Study of Ecological and Evolutionary Climate Impacts (ISEECI) has received \$1.9 million in funding, the largest of the new President's Research Catalyst Awards announced by UC President Janet Napolitano on December 10. UC Santa Cruz biologist Barry Sinervo will lead the institute, which involves all of UC's nine undergraduate campuses. The NRS is the world's largest system of

university-administered natural reserves, offering a powerful opportunity for scientists to study how climate change will affect California ecosystems and the ecosystem services that people rely on, he said.

The website URL where information about sustainability research is available:

<http://sustainability.ucsc/>

Support for Research

Responsible Party

Shauna Casey

Sustainability Internship Coordinator
Campus Sustainability Office

Criteria

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

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

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

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

Yes

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

The Carbon Fund was started in 2010 as a funding source to diminish the campus's carbon footprint through campus projects undertaken by staff, faculty and students. So far the group has set aside an impressive \$100,000 for this purpose. The Carbon Fund uses money raised by a student-approved fee measure (Measure 44) that raises money through a \$3-per-quarter student fee.

In addition, the Campus Sustainability Council (CSC) provides funding to registered UCSC student organizations for programs and events that create, implement, and monitor environmentally sound practices on campus as established through the protocol outlined in the Blueprint for a Sustainable Campus. In 2011-12 the Council awarded \$83,000 to campus organizations.

Another opportunity for student research funding is the Center For Agroecology and Sustainable Food Systems Sustainability Fellowships, which award around \$87,000 in fellowship money. [<http://news.ucsc.edu/2010/11/sustainability-fellowships.html>] In addition, the Environmental Studies Department also offers a host of scholarships and grants to encourage sustainability related research, including:

The Terence Freitas Award is given in memory of Terence Freitas, a 1997 graduate of UCSC. This is an undergraduate award of up to \$500 and will be given to a UCSC Environmental Studies major with financial need. Emphasis shall be given to the interests and commitment of Terence Freitas to indigenous peoples in developing countries. Consideration shall also be given to students whose studies are related to preservation/conservation of rainforests.

The CONCUR, Inc. Scholarship: This award of up to \$500 is given to graduate and undergraduate students who have demonstrated an interest or are pursuing studies in environmental dispute resolution. It is for Environmental Studies students, and the award shall be based on academic merit as indicated by performance in classes and internships and academic recommendations.

The Richard A. Cooley Award in Environmental Studies: An award of up to \$1000 will be given to one or more continuing undergraduate students for a field project that results in a tangible, positive action for the betterment of the natural environment or improvement in environmental quality. This award is given in honor of Richard Cooley, founder of the Environmental Studies program at UCSC.

The Surfrider- Skye Ksander Award in Environmental Studies: An award of up to \$500 will be given to an undergraduate based on scholastic ability, financial need, demonstrates interest through work and study, towards protecting and enhancing our coastal and ocean environment. Preference is given to Environmental Studies majors.

http://envs.ucsc.edu/ENVS_Awards/

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

<http://sustainability.ucsc.edu/get-involved/student-orgs/carbon-fund>

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

Yes

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

The Carbon Fund was started in 2010 as a funding source to diminish the campus's carbon footprint through campus projects undertaken faculty, staff and students. The Carbon Fund has ~\$100,000/annually to allocate for this purpose. The Carbon Fund uses money raised by a student-approved fee measure (Measure 44) that raises money through a \$3-per-quarter student fee.

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

<http://sustainability.ucsc.edu/get-involved/student-orgs/carbon-fund>

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

Yes

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

Interdisciplinary and cross-disciplinary research programs are a hallmark of the Santa Cruz campus of the University of California. The campus's Strategic Academic Plan discusses our campus's emphasis on interdisciplinary work, and many of our faculty are involved in interdisciplinary and cross-disciplinary research and teaching.

A faculty member's participation in interdisciplinary programs is considered during the merit and promotion process, including the tenure review. Although we do not necessarily advantage a faculty member for participating in interdisciplinary work, just as we don't disadvantage someone who is not participating in interdisciplinary work, campus reviewers do consider the overall impact of the work. And it is often true that interdisciplinary work can have widespread impact.

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

<http://planning.ucsc.edu/acadplan/docs/AcadPlan.Feb08.pdf>

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 Cruz's University Library includes fifty-eight interviews with farmers, activists, researchers, and educators. It encompasses the 1960s through the present. Here you will find transcripts of all of the interviews in full text (PDF) format, along with audio clips from the oral histories, photographs, and additional resources. We provide three navigable categories that offer different portals to this archive. The entire collection of oral histories is also fully searchable (across interviews) through the UCSC Library's Digital Collections site (ContentDM) at UCSC.

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

<http://library.ucsc.edu/reg-hist/cultiv/home>

Responsible Party

Shauna Casey

Sustainability Internship Coordinator

Campus Sustainability Office

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 UC Academic Senate approved a system-wide open access policy last summer. UCSC and most other campuses are set to enact the policy in the 2014-15 academic year (although a waiver is available on a case-by-case basis). The goal of the policy is to ensure free public access to research articles authored by UC faculty. You will benefit by having your research widely and publicly available, you may still re-use it for various purposes, modify it for future research publications, and potentially have this help fulfill grant requirements.

A copy of the open access policy:

The open access policy:

Preamble

The Faculty of the University of California is committed to disseminating its research and scholarship as widely as possible. In particular, as part of a public university system, the Faculty is dedicated to making its scholarship available to the people of California and the world. Furthermore, the Faculty recognizes the benefits that accrue to themselves as individual scholars and to the scholarly enterprise from such wide dissemination, including greater recognition, more thorough review, consideration and critique, and a general increase in scientific, scholarly and critical knowledge. Faculty further recognize that by this policy, and with the assistance of the University, they

can more easily and collectively reserve rights that might otherwise be signed away, often unnecessarily, in agreements with publishers. In keeping with these considerations, and for the primary purpose of making our scholarly articles widely and freely accessible, the Faculty adopts the following policy:

Grant of License and Limitations

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

Scope and Waiver (Opt-Out)

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

Deposit of Articles

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

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

Oversight of Policy

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

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

The website URL where the open access repository is available:

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

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

Library can upload content for users.

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

<http://guides.library.ucsc.edu/openaccess/uploadservice>

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

Shauna Casey

Sustainability Internship Coordinator

Campus Sustainability Office

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:

16,020

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

Education for Sustainable Living Program

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

154

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

ESLP is a student-run organization which offers an accredited student-led class every spring quarter. Our class has two components: a Monday Night Speaker Series, and student-led sections. Each section and speaker night is based on sustainable living topics found in the Blueprint for a Sustainable Campus. ESLP class sections focus primarily on hands-on projects and experiential learning. Student organizers worked throughout the year to plan our guest lecture series, train facilitators and promote collaborative education models. In spring quarter, ESLP offers a 5-unit and 2-unit course to undergraduate students that includes student led sections and a weekly guest speaker series related to the student created UCSC Blueprint for a Sustainable Campus. Many of the sections engage students throughout campus into learning projects such as the spring 2012 The Drop you Own Drip section which created a competition by sending mock water bills across the entire UCSC campus to see which college could reduce the most water. In that same year, The Sustainable Living Spaces section performed an energy audit of college dorms and created proposals to reduce energy and resource consumption. The Zero Waste class also worked on a zero waste campus move out during the end of the year. ESLP also works on collaborative education events events, such as working with the African American Resources Center and Brain Mind Consciousness Society to host Van Jones in Winter 2012 to speak on rebuilding the “dream” and vision of society while learning to be culturally inclusive. Another event was the Wiser Together in Spring 2012, which had an attendance of approximately 200 people. This event featured locally sourced food and gave a space for students to connect with community members and local resources around sustainability.

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

During Fall and the beginning of Winter quarter, the ESLP student organizers outreach and recruit facilitators through presenting our organization and opportunities to facilitate sections on sustainable living topics in our Campus Blueprint. The interested student facilitators turn in an application and letter of recommendation for facilitating either a 5-unit Action Research Team (ART) or Creative Thinking and Foundational Tools (CRAFT). The ESLP organizers overview the applications, interview the qualified students, and then decide on the student facilitators through consensus-based decision making.

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

During the winter training course, Developing Leadership in Facilitating Environmental Education, facilitators learn about the UC academic standards, curriculum building and gain skills in facilitation peer-to-peer sections. Each facilitator is required to create a week by week syllabus, at least 10 lesson plans and a rubric listing the learning goals, teaching methods and assessment tools for their sections. The faculty sponsor of this course also supports the training of these facilitators and help mentor their section development.

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

The ESLP organization and staff is funded through the Campus Sustainability Council student referendum. ESLP has a budget of approximately 30,000 dollars each year to fund organizers and create the class each year. Our staff advisor, the sustainability program manager, helps students navigate the UCSC fiscal and curricular system to help bring guest speakers, create internships and accredited courses. The staff manager is assessed by the student Staff Evolution committee, which gives feedback and reviews the position each year.

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

Student Sustainability Advisors

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

15,088

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

The Student Sustainability Advisor's primary role is to raise awareness and offer educational opportunities within their designated residential communities about the ways campus residents can positively affect and contribute to UCSC's sustainability goals. The SSA collaborates with staff members and sustainability experts from across campus to support and improve rates of recycling, waste reduction, energy and water conservation, composting, food waste reduction, use of green products and patronage of green business.

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

General recruitment on campus student employment website after housing deadline (because students must be residents to apply), flyers, followed by interviews.

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

2 week training session- lectures and field trips/tours of facilities, discussion on sustainability topics, training on outreach and education, behavior change and leadership, and how to work within the University structure.

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

The SSAs earn a rent reduction equivalent to \$1500 per quarter for the academic year they are filling this role. This program is also supported by one staff person who oversees the SSA's and a student Coordinator (~10 hours/wk) who reports to the Staff Coordinator. Colleges Housing and Educational Services and College Residential Life office afford expenses having to do with training, field trips, supplies, printing costs, etc.

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

College 8 Sustainability Project

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

1,538

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

The College Eight Sustainability Project is a service-learning enterprise designed to connect your intellectual work with its practical applications. Every section will participate in one of the activities, all of which focus on a particular aspect of environmental work on campus or in the larger community of Santa Cruz.

Projects include working field trips to UCSC's farm, the Program in Community Agroecology or Santa Cruz's Homeless Garden Project; participating in lagoon and coastal prairie restoration efforts; working on a beach clean-up with Save Our Shores; and several other options. All of the opportunities are tailored to further students' understanding of topics related to sustainability and social justice.

Many of the projects fall on the college's "Day of Service" with the opportunity for many College Eight students to participate in service-learning events. The fosters awareness of campus, community and global issues around sustainability. Students share in a unique

experience and generate positive attention for the college as well as the organizations involved.

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

The College 8 Chancellors Undergrad Internship Program (CUIP) intern, who is the primary coordinator for the Sustainability Project, is selected through the CUIP application process. This includes an interview as well as two letters of recommendation.

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

Weekly class meetings in the CUIP program with the Career Center staff and Dean of Undergraduate Education plus training on activities and outreach with the College 8 Program Coordinator.

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

Participating students receive course credit towards core requirement, faculty frequently participate in (or even host) the projects. The CUIP intern, along with the College Program Coordinator, help plan and coordinate activities, usually with the Provost matching the Career Center's contribution to the CUIP stipend, and funds for anything project related are provided by College Eight Senate and College Eight Programs offices.

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

Provost's Sustainability Internship Program

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

10

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

The Provost's Sustainability Internship Program is a year-long combination course/internship that helps students develop competencies necessary to become effective environmental professionals and leaders. Students are paired with staff or faculty mentors and work closely with them on campus sustainability projects and research that help the campus reach its sustainability goals, as identified by the Campus Sustainability Plan.

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

Students submit resume, cover letter, verify GPA (unofficial transcript) and complete an application where they discuss why sustainability is important to them and identify a sustainability challenge and how they would address it. Sustainability Office staff review applications and select students who meet the 3.0 minimum GPA requirement and whose application materials are outstanding to participate in an informational session with the prospective staff mentors. At the informational session students select the internships they want to be considered for and staff determine which students they want to interview. After interviews are completed, staff and students rank their preference and the Sustainability Office match them according to ranked preferences, making every attempt to match participants with their highest preferences.

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

Weekly peer mentoring support sessions for projects, introduction to campus higherarchy and intervention strategies, professional development trainings (verbal and written communication, meeting facilitation, etc.). Students participate in quarterly planning and education retreats, totaling over 20 hours, which includes training in planning and project management. Students educate the campus about their projects at Earth Summit, and the End of Year celebration which draw ~ 400 students annually combined.

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

The Provost's Sustainability Internship (PSI) Internship Coordinator (staff position) is responsible for helping to coordinate a 3-quarter campus internship program and associated class in collaboration with the Provost's Office. The Coordinator provides overall organization, recruitment and ongoing functioning of both the course and internship component of the program under supervision of the Campus Sustainability Office.

Students in the program receive a \$1500 scholarship at the end of the program for completing their projects. Funding is provided through Student Fee Measure support via the campus Sustainability Office and participating units (i.e. departments hosting an intern pay half the cost of the intern).

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

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

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

Student Orientation

Responsible Party

Shauna Casey

Sustainability Internship Coordinator
Campus Sustainability Office

Criteria

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

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

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

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

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

100

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

The Office of Physical Education, Recreation Sports (OPERS) hosts a Zero Waste campus-wide resource fair during the week of orientation. This event is intended to showcase the wide array of student organizations and campus offices who provide direct services to UCSC students and features a Sustainability Zone within the fair where students can meet and engage in activities to learn about about sustainability as well as campus sustainability efforts, programs and organizations on campus. The Sustainability Living Lab map provides a walking tour of campus sustainability.

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

<http://www.ucsc recreation.com/fallFestival/fallFestival.html>

Responsible Party

Shauna Casey

Sustainability Internship Coordinator

Campus Sustainability Office

Criteria

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

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

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

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

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

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

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

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

There are multiple student groups focused on sustainability. The main sustainability website provides links to approximately one dozen sustainability-focused student organizations including the Student Environmental Center, the Education for Sustainable Living Program, the Program in Community and Agroecology, the Green Campus Program, and the Campus Sustainability Council.

Student Environmental Center (SEC)- The purpose of the Student Environmental Center is to promote student involvement through research, education, and implementation of environmentally sustainable practices on campus in collaboration with the university. Education for Sustainable Living Program (ESLP)- A student run organization that puts on a student-led course during Spring quarter. Work is done throughout the year planning the night lecture series, training facilitators, creating curriculum, and spreading student empowerment. Friends of the Community Agroecology Network (FoCAN)- FoCAN engages UCSC students in learning and educating others about alternative food systems, primarily through internships.

Program in Community and Agroecology (PICA)- A program in which students learn about sustainability through practical experience and community building. This learning experience includes seminars, training in agroecology and organic gardening, composting, and caretaking of campus gardens.

The Campus Sustainability Council (CSC)- Provides funding for the programs and events of the many UCSC student organizations, ensuring the institutionalization and long term viability of efforts towards campus sustainability.

The Green Campus Program (GCP)- A student-led outreach program designed and campaigning to educate the campus community about energy efficiency and water conservation.

The website URL where information about student groups is available:

<http://sustainability.ucsc.edu/get-involved/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 Center for Agroecology & Sustainable Food Systems is a research, education, and public service program at the University of California, Santa Cruz, dedicated to increasing ecological sustainability and social justice in the food and agriculture system.

On the UCSC campus, the Center operates the 2-acre Alan Chadwick Garden and the 25-acre Farm. Both sites are managed using organic production methods and serve as research, teaching, and training facilities for students, staff, and faculty. In addition we have six campus gardens affiliated with several colleges at UCSC that provide curricular and co-curricular instruction and experiential learning for students. For more information on the campus gardens you can download the annual UCSC Campus Food & Garden guide at:

<http://casfs.ucsc.edu/farm-to-college>

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

<http://casfs.ucsc.edu/farm-to-college>

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

The Kresge Community Natural Foods Co-op is a non-profit food store located on the south side of Kresge. The Co-op supports small farmers, the UCSC Farm Project, and the Kresge Garden. Inventory focuses on natural and organic foods. In addition, the Kresge Garden Coop is a community space where students empower themselves to learn how to grow their own food from seed, dig beds, create a functional compost system, and work together cooperatively.

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

<http://kresge.ucsc.edu/commlife/food.shtml>

A brief description of the sustainable investment or finance initiatives:

"Carbon Fund-The Carbon Fund committee strives for a sustainable future by working to mitigate Climate Change through funding and participating in projects to reduce greenhouse gas emissions, conduct relevant research, or carry out education and behavioral change programs. The Committee's commitment is foremost to the campus and its students, but also to the wider community as Climate Change is a threat without boundaries. Green Revolving Loan Fund- GRLF will provide up-front capital for campus greenhouse gas reduction projects. Loans are paid back using the savings realized by the reductions in operating and utility costs."

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

<http://sustainability.ucsc.edu/get-involved/funding/carbon-fund/about/index.html>

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

Each year there is a lectures series in spring called the Education for Sustainable Living Program, now entering its 8th year (founded 2004). It is a student organized course and lecture series open to the community that features a different guest speaker each Monday evening. In addition, the Student Environmental Center began hosting an Annual Campus Earth Summit (entering its 12th year in 2013). <

<http://enviroslug.org/>

>

The campus Sustainability Office also hosts the annual Inter Organizational Sustainability Retreat and the End of Year Sustainability Celebration. At the Inter Organizational retreat students lead workshops and mentor their peers on sustainability methods and efforts. At the End of Year Sustainability Celebration students showcase their projects to other students through poster presentations. <

<http://sustainability.ucsc.edu>

>

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

<http://enviroslug.org/>

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

the intended audience:

UC Santa Cruz's Kresge College is home to a new Center promoting social and environmental change, the Common Ground Center. The mission of Common Ground is to create cultural change for social justice, environmental regeneration, and economic viability. We act as a catalyst and facilitator of systemic change through undergraduate action-education, research, advocacy, and civic engagement. The Center has a large base of community support from its existing programs in Nonviolent Communication, Restorative Justice, Transformative Action, The World Café and the Kresge Garden, as well as existing partnerships with civil society organizations promoting the values, principles and practices of Common Ground. We have a suite of programs and projects that we undertake in service to our mission. Please click on the links to the left on our website under Activities, and visit our calendar to see what is happening in the near future.

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

<http://kresge.ucsc.edu/commonground/activities/index.html>

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

Office of Physical Education and Recreational Sports (OPERS) mission is to provide a variety of professional programs and physical activities that promote and enhance community, leadership, lifelong wellness and academic success. They firmly believe that these programs can be life-changing. They are also a necessary component of their UCSC experience and there is no doubt that students look back at these experiences fondly for years to come.

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

<http://opers.ucsc.edu/>

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

College Eight offers a sustainability-themed, year-long course to all College 8 freshman, to create green thinkers and entrepreneurs. The three quarter sequence are taught by senior tenured professors from the Social Science, Physical and Biological Science, and Engineering Divisions of UCSC. The goal of the core course sequence is to provide students with a solid scientific and policy foundation for environmental citizenship, and to investigate solutions. Students who take all three courses will receive a College Eight Certificate in Environmental Citizenship, useful on any resume, and will satisfy a great many GE requirements.

The website URL where information about the theme is available:

http://www.ic.ucsc.edu/college8core/c8wiki/index.php/Course_Overview

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

UCSC has many opportunities for students to learn sustainability life skills, including: Kresge College Ecovillage, the Program in Community and Agroecology, The Sustainability House at Stevenson College, Cowell College Outdoor Pursuits and Sustainability Community, College 8 Sustainability House. Kresge Ecovillage - The ecovillage is a community striving to live well and lightly together. From appropriate technologies to holistic health, from sustainable agriculture to group facilitation, the ecovillage brings together 1st year students who wish to actively create a new world based on cooperation, justice, and sustainable living. If you are looking to cultivate a deep sense of place, host regular potlucks, and engage with sustainability education, this is the place for you. Students are highly encouraged to participate in the Kresge Garden Co-op, The World Cafe, and the classes, workshops, and events sponsored by the Common Ground Center at Kresge. Stevenson's Sustainability house is dedicated to providing a living community that focuses on best [STARS Reporting Tool](#) | [AASHE](#)

practices for interacting with nature and reducing human negative impacts on the natural environment. They promote the idea of living a “greener” lifestyle on campus and also promote sustainable civic responsibility by working together on campus-wide community gardens and site stewardship restoration projects. Staff work directly with residents in planning activities and events about these issues through organizations at Stevenson as well as other campus-wide groups. Program in Community and Agroecology Village: Sophomores, Juniors and Seniors from disciplines across the Social Sciences, Natural Sciences, Arts and Humanities live, study, grow and prepare food together in the Village housing modules dedicated to PICA. The living/learning experience that the PICA residential program provides allows students a way to link healthy communities with healthy food systems. Cowell College Outdoor Pursuits and Sustainability Community houses students interested in outdoor activities and sustainability, from sports to community service. The College 8 Sustainability community is intended for students who are interested in issues related to sustainability and environmental consciousness. This community allows students to further demonstrate their commitment to the College Eight theme. Students will engage in dialogue around sustainability through programs offered by the residential staff as well as well as develop community standards around sustainability in the Residence Hall. Students will also have the opportunity to develop new ideas for sustainable practices within the College Eight community. In addition, students are also encouraged to attend or assist in planning campus events around sustainability including College Eight’s contribution to the campus’s Earth Day celebration.

In addition, the Student Sustainability Advisors in each college offer workshops and events that help students understand how to incorporate sustainability into their daily life.

Some of the features of the room include:

Instillation of a green flooring such as Marmoleum which is made out of Rapidly Renewable materials

Recycled carpet tiles

Ultra low-VOC Paints

Smart Strips and Kill-a-Watt meters

USB wall outlets

1.28gpf toilet along with a Reclaimed Water Toilet Supply from Sloan

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

<http://www.housing.ucsc.edu/themes/index.html>

A brief description of sustainability-focused student employment opportunities:

Student Fee Measure 45 provides \$2.75 per undergraduate student each quarter for the Sustainability Office to hire student interns, fund collaborative projects outlined in the campus sustainability plan, and provide initial funds for a revolving loan fund for projects that implement sustainable and cost saving technology and practices. The Sustainability Office has utilized these funds to support internship positions in the Campus Sustainability Office and in other departments across campus including the Provost's Sustainability Internship Program and the Chancellor's Undergraduate Internship Program; provide staff support to student interns; and provide professional development and relationship-building opportunities to students working on sustainability issues, through conferences and workshops.

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

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

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

Students graduating from College 8, one of UCSC's 10 colleges take the following pledge at commencement. The Graduation Pledge of Social and Environmental Responsibility

The Graduation Pledge of Social and Environmental Responsibility

“I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work.”

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

<http://eight.ucsc.edu/activities/commencement/graduation-pledge.html>

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

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

Outreach Materials and Publications

Responsible Party

Shauna Casey
Sustainability Internship Coordinator
Campus Sustainability Office

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

A brief description of the central sustainability website:

The Sustainability Office website serves as a central source for information on the campus wide sustainability effort. This includes links to the various student organizations, the staff working groups and committees, courses and research and other relevant documents and resources.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

Managed by the UCSC Sustainability Office provides monthly news and events for campus-wide activities, distributed to over 2500 recipients from October-June.

The website URL for the sustainability newsletter:

<http://sustainability.ucsc.edu/news-events/newsletters>

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

Sustainability blog, facebook page and twitter account.<https://www.facebook.com/ucscsustainability;>

<https://twitter.com/UCSCSustain>

;

<http://ucscsustainability.blogspot.com/>

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

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

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

The Sustainability Project Clearinghouse is an online database of current, past and future sustainability projects at UC Santa Cruz. Students, faculty and staff can post project ideas, search for projects to get involved in, and search for published projects in order to learn about the campus' accomplishments in many areas of sustainability.

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

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

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

The LEED GOLD certified Cowell Student Health Center features signage for the building that highlights its green building features.

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

[http://sustainability.ucsc.edu/cowell-student-health-center-leed-certification-education-and-ou
treach](http://sustainability.ucsc.edu/cowell-student-health-center-leed-certification-education-and-ou
treach)

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

systems:

UCSC Dining has taken the initiative to provide our students with plenty of local and organic foods. Aside from merely incorporating these more sustainable food into our menu, they also make sure to bring customers' attention to the reasons why we choose these (sometimes more costly) items. They post an array of signage in each of the dining halls to accomplish this informative publicity. One sign highlights 10 reasons to choose organic. Another, larger, poster explains the purpose for choosing the fair trade direct coffee bought from the Community and Agroecology Network. Several fliers are dedicated to addressing the correlation between the distance and production process of foods, and their respective carbon footprints. And we also bring attention to the Real Food Challenge which revolves around incorporating sustainable food systems in higher education and high schools. Lastly, we also encourage students to minimize waste through our signage. We help our students recognize the value in preventing food waste by sampling, taking only what will actually be eaten, and recognizing that even though we compost our food scraps, this is still an energy intensive process.

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

<http://housing.ucsc.edu/dining/>

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

Our mission is to involve the university community in ecological restoration and guardianship of UCSC land. Our intent is to raise awareness about restoration and stewardship issues so that individuals can minimize their impact on the natural landscape, while providing a venue for interested students, faculty and staff to help restore and maintain our beautiful campus lands.

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

http://ucscplant.ucsc.edu/ucscplant/Grounds/index.jsp?page=Stewardship_Program

A brief description of the sustainability walking map or tour:

At UCSC, we value practical education for building a thriving, sustainable, world. We see our campus as a living lab where problem-based teaching, research and applied work combine to develop actionable solutions that improve the sustainability of our campus and the greater community. From vibrant student-run gardens to innovative green buildings, this map highlights many of the spaces for experiential sustainability education on our campus.

The website URL of the sustainability walking map or tour:

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

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

The UCSC Transportation and Parking Services website has information about a wide range of alternative transportation methods to commute to campus. The website includes information on public transit, carsharing, vanpools and bike routes. Brochure for students offered at new student orientations and tabling and presentations in the summer.

They also circulate a brochure on sustainable transportation that gets sent to all students. New staff and faculty also get information verbally (with link to website) at orientations.

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

<http://taps.ucsc.edu/>

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

We have a variety of online tools for finding bike lockers, locks, trails, etcetera on our website.

<http://taps.ucsc.edu/pdf/walking-map.pdf>

<http://taps.ucsc.edu/commute-options/bikes/bike-route-to-ucsc.html>

<http://maps.ucsc.edu/content/bicycle-facilities>

<http://taps.ucsc.edu/commute-options/bikes/index.html>

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

<http://taps.ucsc.edu/>

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

Since Fall 2009, the Landfill Waste Reduction Work Group, in conjunction with the Student Environmental Center (SEC), has facilitated a 2-hour "Greening Your Programs" training workshop. 250+ student leaders, including all Residential Advisors and Programs Office student staff members attend this session as part of their mandatory 2-week training. Participants leave with a wide array of tools to adapt their programming to comply with the campus' waste diversion practices, as well as the tools to help educate fellow students on the importance of sustainable living practices on campus. Students learn how to properly compost, use bio-ware and other ways to help the campus achieve its goal of 75% waste diversion rate by 2012.

In 2012 Colleges, Housing and Educational Services department started the Student Sustainability Advisor's (SSA) Program which provides a sustainability advisor for each of the 10 colleges on campus. The SSA's educate the RA's about green practices and help them incorporate sustainable principles into their college events and programs.

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

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular

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

column or a reporter assigned to the sustainability beat:

City on a Hill Press, the primary student newspaper at UCSC, regularly covers stories on sustainability. There is also a KZSC environmental show on our campus' radio station that discusses sustainability.

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

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

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

The Environmental Media Project (EMP), a student media organization founded in 2008 at UCSC. The goal of the (EMP) is to publish a comprehensive guide to and testament of sustainability related efforts on or linked to the Santa Cruz campus, student, staff, faculty, and administrative body so as to further awareness, promote coverage of such projects, and encourage and organize action.

While our primary focus has been the annual publication of Gaia magazine, we are always looking for new students to get involved and encourage you to help us expand critical media coverage of environmental issues and efforts.

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

<http://empgaia.weebly.com/gaia-magazine.html>

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

Yes

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

This guide is designed to help you find sustainable food on campus, to share what is happening with our current food system at UCSC, to raise awareness of opportunities on and off campus, and to encourage involvement in internships and volunteerism that address agriculture, hunger, nutrition, and social justice. We hope this guide will help create connections and foster a strong network of people who want to build a more sustainable food system.

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

http://63.249.122.224/wp-content/uploads/2010/07/campusfoodguide_2010_11.pdf

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

Yes

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

Campus Food & Garden Guide

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

<http://news.ucsc.edu/2013/08/campus-food-guide.html>

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

Yes

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

Guide to Going Green The Financial Affairs Way

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

https://financial.ucsc.edu/Pages/Sustainability_Main.aspx

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Shauna Casey
Sustainability Program Manager
Sustainability Office

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):

Real Food Challenge

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

The purpose of the national Real Food Challenge campaign is to increase the procurement of real food on college and university campuses, with the national goal of 20% real food by 2020. UCSC has met this national goal and set a higher bar for itself, committing to 40% real food by 2020. Our efforts include student organizations, dining services, procurement business & contracts, faculty, academic and administrative centers on campus, and community partners through a campus Food Systems Working Group (FSWG). FSWG works to implement the RFC campaign in addition to UC wide and UCSC policy goals related to our food and agricultural systems.

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

The campaign seeks to increase procurement of real food in campus dining halls to 40% by 2020. At present we are at 34% Real Food, hosted over 60 food and farming events per annum reaching thousands of students and campus affiliates, maintain ongoing assessment and analysis of food procurement involving student interns, and more!

Our reporting weaves into UC Wide and Campus Sustainability Plans. Our annual UC Wide report can be found at:

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

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

<http://news.ucsc.edu/2012/03/real-food.html>

The name of the campaign (2nd campaign):

Chancellor's Sustainability Challenge

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

The Chancellor's Sustainability Challenge is a year-long coordinated campaign focusing on one topic of sustainability, and for 2013-14, our challenge is to "reduce waste" at UC Santa Cruz. The Challenge will bring together waste reduction efforts already happening on campus, build awareness, and encourage personal action, and it will lay the foundation for continued reductions in the coming years to ensure the campus reaches its waste reduction goal of zero waste by 2020.

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

The campus completed its first Chancellor's Sustainability Challenge, with the topic a focus on of reducing waste, which resulted in over more than 700 personal pledges and led to the advancement of many infrastructure related projects. A comparison of 2011 and 2014 waste assessment results indicate a 12.3% reduction in food scraps and compostable paper and a 4.5% reduction in recyclable paper."

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

<http://sustainability.ucsc.edu/topics/waste-reduction/challenge/index.html>

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

Employee Educators Program

Responsible Party

Shauna Casey

Sustainability Internship Coordinator
Campus Sustainability Office

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:

4,267

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

Green Office Certification Program

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

249

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

Staff interested in having their offices certified and participating in sustainability trainings volunteer themselves. They are required to have a Green Team of 2-3 individuals who are the sustainability the champions for their office and liaisons between the office and the Green Office Certification program staff during the assessment and training process.

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

Step 1: Create a Green Team

What is a Green Team?

The main role of the Green Team is to be the champions for their office and to be liaisons between the office and the GOC staff. The GOC Green Team is a key component in the green office certification process. Here are their roles:

Two members is the minimum but we encourage four

Green Team members will need to assist GOC staff in scheduling meetings (2) and communicating with Building Managers/Office Manager/Department Head regarding waste assessments, building information, etc.

Students are allowed to be a part of the Green Team but limit to one per office and the impetus to participate in the green office certification program must be driven by staff.

Step 2: Conduct Office Assessments

The Office Assessment Involves Three Components:

Sustainability Office Assessment (Observational and verbal components)

Energy Assessment

Waste Assessment

Step 3: Assessment Results Presentation

With guidance from the Green Team, coordinate an office meeting during which a representative from the GOC will report the office's assessment results. Then a GOC member/s will facilitate a brainstorming session during which the members of your office (with the help of the representative) will put together your Office Sustainability Commitment and Plan based on the results of your Office Assessment. Action items and goals will be set forth with tentative completion dates. The office will get its green office certificate as well as any items that can help the office operate more sustainably.

Step 4: Implement your Office Sustainability Commitment and Plan

Implement your plan. Begin taking the steps your office brainstormed during the final meeting. A representative from GOC will compile all of the action items produced from the workshop and send you a link to the formal online version of your office's Office Sustainability Commitment and Plan. Both your office and the GOC team will have access to this document. Treat it like a checklist, and indicate which action items that your office completes. Of course, representatives from GOC will always be available at any time to answer questions or help address issues regarding the implementation.

Step 5: Continue to work hard in incorporating sustainability in your everyday practices!

We will continue to work with your office to incorporate sustainable practices in your daily practices. We re-certify offices after a 3 month check-in so continue working hard! We also offer trainings on specific topics that you'd like to learn more about in order to implement your commitment plan, upon request.

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

Sustainability Office Program Manager oversees team of students to conduct trainings and assessments

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

<http://sustainability.ucsc.edu/about/student-staff/greenoffices/index.html>

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Shauna Casey

Sustainability Program Manager

Sustainability Office

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:

0

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

UCSC does not offer a staff new employee orientation program. However, new employee payroll sign-ups are conducted by the Employment unit within Staff Human Resources twice weekly. Governmental and University forms necessary to the hiring process are completed during these sessions. A packet containing information on a variety of UC policies and campus services is distributed at the end of this meeting. Sustainability is not covered in either the presentation or the packet.

In Academic Year 2012/13 The Department of Physical Planning and Construction provided optional sustainability training to new employees.

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

Staff Professional Development

Responsible Party

Shauna Casey
Sustainability Program Manager
Sustainability Office

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Greenwashing Awareness Training is a category of deceptive marketing making it seem a product or service is environmentally preferable when it is not. Examples of Greenwashing include attaching a positive environmental association such as labels containing images of the natural environment to products or services that are not produced/delivered sustainably. Unscrupulous suppliers thrive in the confusion buyers have about which products are environmentally preferred.

The greenwashing awareness training was a collaborative project involving students and staff from various departments with the objective of equipping the UCSC community with strategies to identify false or meaningless environmental claims by university suppliers. The training is available through the campus Learning Management System (LMS) and is a part of the standard CruzBuy classroom-training curriculum.

Diversity Training
Conference Participation

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

1.50

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

<http://learningcenter.ucsc.edu/>

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

Lacey Raak
 Sustainability Director
 PPC

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

"---" 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 Good Neighbor Initiative was started to foster positive relations between UCSC and the City of Santa Cruz. Good Neighbor Initiative Interns work diligently with the UCSC University Relations Office to bridge communication between neighbors, students, the city, and the university. Interns provide student interface with neighbors and are glad to field any suggestions, responses, or policy ideas to improve the university's relations. The goal of the Good Neighbor Initiative program is to foster good relations between everyone in the Santa Cruz community!

Some projects that the interns have done in the past include helping create a UCSC Campus Walking Map, holding Housing Workshops for students interested in moving off campus, and creating a "Good Neighbor Guidelines" brochure for students and residents alike to read.

Additionally, The Carbon Fund has provided grants to support greenhouse gas reductions in the City of Santa Cruz, including through school lighting retrofits.

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):

The GreenWharf Partnership. The City and UCSC were nominated for the Governor's Environmental and Economic Leadership Award in 2014 for the GreenWharf partnership! The nomination included reference to all the good green work happening at the Wharf, including Santa Cruz Wharf Outreach Network groups.

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:

In September of 2007, the Mayor of the City of Santa Cruz, the County Board of Supervisors, and the Chancellor of UC Santa Cruz signed the Climate Action Compact (CAC), a document in which parties agreed to take action on climate change. The commitments involved in the signing of this document for UCSC include:

Setting a greenhouse gas (GHG) reduction goal by September 30, 2007

Identifying cooperative projects to reduce GHG emissions while stimulating local investment by January 1, 2008

Present a GHG Reduction Action Plan by January 1, 2009

Invite others from the region to participate

UCSC is committed to fulfilling the ambitious promise of the Compact, and has been taking steps to meet these goals.

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

The website URL where information about sustainability partnerships is available:

<http://sustainability.ucsc.edu/content/climate-action-compact>

Inter-Campus Collaboration

Responsible Party

Lacey Raak
Sustainability Director
PPC

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 UCSC 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:

In 2011 Tim Galarneau received the Sustainability Champion award at the California Sustainability in Higher Education Conference for his far-ranging vision and his ability to advance the sustainable foods movement on campus and beyond.

UCSC presented and received a Best Practices Award for their retrofit of Science Library lighting upgrade from the CA Higher Education Sustainability Conference (Patrick Testoni, Energy Manager, 2011).

UCSC's Procurement and Business Contracts developed a Greenwashing Awareness Training program for campus buyers. Kathryn Cunningham, Strategic Sourcing and Sustainability Buyer, has presented to the UC system-wide Procurement working group and will present the tool at the California Higher Education Sustainability Conference in June, 2013.

The Campus Sustainability Internship Coordinator, Shauna Casey, coordinates a 30 student internship program and is contributing to an AASHE guide for creating and maintaining sustainability internship program with the University of Connecticut and Indiana University.

Sustainability Governance- The Campus Sustainability Coordinator, Elida Erickson, presented at AASHE in 2012, for a panel on campus sustainability planning entitled "Planning for the Future: Creating and Achieving Campus Sustainability Goals," with Ohio State, University of CA Office of the President, and Emory University.

Carbon Fund - The Student Outreach Coordinator, Elissa Martinez, presented on our campus' green fund, known as the Carbon Fund, at the California Sustainability in higher Education Conference in June 2012.

The campus has hosted guest Pete Schmuck from Germany, faculty from Taiwan and local campus sustainability staff from CSU - Monterey Bay in the last 5 years.

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:

UCSC is a member of AASHE, USGBC, ACUPCC. The University coordinates and collaborates with the UC Office of the President and UC Sustainability Working Groups; is a founding signatory and member of the Monterey Bay Regional Climate Action Compact; and participates in the Real Food Challenge and the Environmental Protection Agency's sustainability programs, including the Food Waste Recovery Challenge.

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

Much of the research on campus is collaborative with other national and international universities, for example the Green Wharf Project involves research on wind energy in collaboration with the University of Denmark.

In addition, the primary avenue for collaboration has been through conferences and welcoming local, national and international visitors to our campus.

Conferences: (attended, participated, presented)

AASHE 2010, 11, 12 Conference participants: Association for the Advancement of Sustainability in Higher Education. Various presentations from staff across campus in all years.

UC Santa Cruz participates in the annual CA Higher Education Sustainability Conference, a partnership of the University of California, California Community Colleges, the California State University, and private and independent colleges. This conference highlights best practices of colleges and universities throughout the state related to environmental, social, and economic sustainability. Participant in 2011, 12, 13. Various presentations from staff across campus in all years.

In 2012 Sustainability Office staff from CSU Monterey Bay "shadowed" UCSC staff for a one-day session of meetings and presentations about UCSC's sustainability governance and operations.

In 2012, we hosted Peter Schmuck from University Göttingen, Germany, for a faculty seminar and meetings as well as Faculty from the University of Taiwan and University of Hawaii, West Oahu.

In 2011, National Taiwan Normal University (NTNU) in Taipei hosted 3 of our staff, along with the University of California Office of the President Sustainability manager to present on student sustainability leadership and activism for the Taiwan Green University Program.

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

<http://www.universityofcalifornia.edu/sustainability/about.html>

Continuing Education

Responsible Party

Lacey Raak
Sustainability Director
PPC

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.

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

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

No

Number of continuing education courses offered that address sustainability:

Total number of continuing education courses offered:

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

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

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

Community Service

Responsible Party

Lacey Raak
Sustainability Director
PPC

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:

The total number of hours reported is low because the data is from a sample of 8 organizations out of 284 total. From those 8 organizations the total hours was 1,284. Deducting the total responses from this sample would not have been accurate because the wide range of organizations and the varying number of students that volunteer for each.

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

Number of students engaged in community service:

302

Total number of students :

16,402

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:

1,284

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

Yes

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

The transcript will include information if you took any service learning related courses but it will not recognize your year long internship with an NGO, for example.

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

No

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

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

Community Stakeholder Engagement

Responsible Party

Lacey Raak
Sustainability Director
PPC

Criteria

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

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

And

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

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

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

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

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

Yes

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

The community relations office is charged with reaching out to all campus constituents including those off campus. The CRO has 2.5 FTE that work on specifically on community engagement and public affairs.

Although a formal plan is not developed, a thoughtful, strategic approach is used by the government and community relations office and University Relations.

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

underrepresented groups:

Engagement varies throughout campus. Some programs work with school age children through the Life Lab, others partner with neighborhood associations (often through the Good Neighbors Program).

List of identified community stakeholders:

These is not a specific list - groups vary based on the issues. Examples include Chamber of Commerce, Community Neighborhood Associations, education and school outreach (k-12) including underrepresented areas/communities along the hwy 101 corridor in south Monterey County..

UC Santa Cruz Ex Officio seat on Santa Cruz Metro Transit District, as well as on Fort Ord Reuse Authority (land use planning for former Fort Ord), the Chancellor is on the board of the Silicon Valley Leadership Community Group, Vice Chancellor is on Second Harvest Food Bank Board and United Way.

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

Outcomes from the long range development plan and resulting settlement agreement resulted in decreased vehicle trips to campus, and decrease in water use.

The Green Wharf partnership won a state governor's award and has resulted in increased awareness and engagement with sustainability and the City's wharf.

In 2014, the UCSC Fire Department joined forces with the City Fire Department - a move that was beneficial for the community and the campus.

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

<http://www.ucsc.edu/about/files/2012-partners-in-community.pdf>

Participation in Public Policy

Responsible Party

Lacey Raak

Sustainability Director

PPC

Criteria

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

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

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

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

Yes

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

UC Santa Cruz has a Government Relations office comprised of two full-time employees. The office of Government Relations is responsible for working as a liaison between the University and federal, state, and local elected officials. The Government Relations staff ensures that the University's positions on critical issues are known to our campus's nine state legislators, four Congressional representatives, and 2 U.S. Senators. While most of the lobbying the UCSC Government Relations offices specifically relates to our overall academic mission, funding levels, or operational issues, there have been several bills and matters that the Government Relations office has worked on over the year related to sustainability.

The Government Relations office played a critical role and continues to participate in discussions between the partnership between local governments, elected officials, and the campus related to the Climate Action Compact agreement, which is an unprecedented pact between key community stakeholders to reduce our community's carbon emissions and create a more "green" economy.

<http://www.mbaclimate.org/Compact/index.html>

In addition to this local efforts, and in collaboration and coordination with the University of California's Office of the President and State Government Relations in Sacramento, UC and UCSC have taken positions of support on the following measures:

Monterey Bay Broadband Consortium - Bring Broad Band to the region - including areas which serve under-served communities.

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

UC-Santa Cruz's efforts align with the UC system.

http://www.ucop.edu/state-governmental-relations/_files/2014-legislative-briefing.pdf

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

UC-Santa Cruz does not make political donations

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

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

Trademark Licensing

Responsible Party

Lacey Raak
Sustainability Director
PPC

Criteria

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

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

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

No

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

No

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

No

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

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Sarah Gilcrest

Energy Analyst

Physical Plant

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

Submission Note:

Emissions scope includes main campus, lower campus, Long Marine Lab, and 2300 Delaware. Scope 1 emissions include Natural Gas, Propane and Diesel use on main campus.

Discrepancy between Scope 1 emissions in '06 and '14 is due to the co-generation unit shutdown in 2014.

Reported emissions data to California Air Resources Board is available at-

<http://www.arb.ca.gov/cc/reporting/ghg-rep/reported-data/ghg-reports.htm>

our campus data is embedded in the downloadable spreadsheet.

"---" 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	No
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:

Calculations were done by the Energy department based on billing data for purchased fuel and electricity. Calculations and conversion factors are from ARB for regulatory compliance and TCR guidelines for remaining calcs and definitions.

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:

Third party verification for scope 1 emissions performed by Locus Technologies for regulatory compliance with ARB. Scope 2 emissions were calculated with the same level of detail and precision.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	11,432 <i>Metric Tons of CO2 Equivalent</i>	21,966 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	9,863 <i>Metric Tons of CO2 Equivalent</i>	8,014 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

In 2006, UCSC students passed Measure 26, taxing themselves to buy Renewable Energy Certificates (RECs) in order to offset the climate impact of campus electricity purchases. In 2010, UCSC students changed the use of the funds through the passage of Measure

44.This created UCSC’s Carbon Fund to awards grants for student and staff projects on and off-campus that reduce greenhouse gas emissions.

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	7,889	6,346
Number of residential employees	304	281
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,840	14,661
Full-time equivalent of employees	4,267	4,761
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

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

2006 has been adopted for baseline GHG emissions because it is the earliest year we have complete energy/ GHG data. 2006 was adopted as baseline year during the 2012 report.

Gross floor area of building space, performance year:

5,240,191 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	1,138,270 <i>Square Feet</i>
Healthcare space	33,652 <i>Square Feet</i>
Other energy intensive space	0 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	0 <i>Metric Tons of CO2 Equivalent</i>
Commuting	18,961 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	0 <i>Metric Tons of CO2 Equivalent</i>

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

A copy of the most recent GHG emissions inventory:

2011 CRIS Report UCSC_1.pdf
 STARS Reporting Tool | AASHE

The website URL where the GHG emissions inventory is posted:

<http://www.theclimateregistry.org/public-reports/>

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

UCSC has implemented ~18 retrofit and MBCx projects in CY 2014, reducing energy consumption by 1.9M kWh and 64K therms. We have a robust sustainable transportation program, including city & campus bus system and employee van pools, to mitigate commuter emissions.

Most recently, we have begun a year-long, large scale, whole-campus climate & energy study in order to identify a sufficient amount of Carbon Reduction Measures to help us achieve carbon neutrality by 2025. This audit includes energy efficiency and renewable energy, as well as recommendations for new construction policies, emissions-related policy updates & procurement strategies. We have also opted in to California's Cap and Trade program and committed to re-investing the cost avoidance into energy efficiency projects, with a campus goal of reducing emissions from onsite stationary sources of combustion below the compliance level by 2020.

Additionally, UCSC is a founding member of the UC Regents Energy Services Unit, which is working to procure electricity with a high renewable content than what is available through our utility provider, PG&E. This includes UCSC's portion of the 80 MW PV project that UC ESU invested in that is located in Fresno, CA. This PV project will begin operation in late 2016 and provide the campus with 60% of its imported power.

Outdoor Air Quality

Responsible Party

Pat Goff

Director

Environmental Health & Safety

Criteria

Part 1

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

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

Part 2

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

"---" 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:

UCSC maintains about 60 air permits from the Monterey Bay Unified Air Pollution Control District (MBUAPCD). Equipment required to have an air permit to regulate emissions include: Cogeneration engines, hot water boilers, dust collection systems, emergency generator engines, spray paint booths gasoline dispensing pumps, and fume exhaust systems, including science laboratory fume hood exhaust systems. In addition, there are campus standards for internal combustion engines that include certifications for >bhp25 engines, dust collection, gasoline dispensing, generator use, parts washers, paint spray booths, solvent dispensing, fume hoods, and more.

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

Yes

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

STARS Reporting Tool | AASHE

Snapshot | Page 101

In most cases, equipment specifications, EPA emissions factors and fuel consumption are used to estimate emission potential. In other cases, actual emissions are calculated from emission factors based on use.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>7 Tons</i>
Sulfur oxides (SOx)	<i>0.10 Tons</i>
Carbon monoxide (CO)	<i>17 Tons</i>
Particulate matter (PM)	<i>0.80 Tons</i>
Ozone (O3)	<i>0 Tons</i>
Lead (Pb)	<i>0.00 Tons</i>
Hazardous air pollutants (HAPs)	<i>0.00 Tons</i>
Ozone-depleting compounds (ODCs)	<i>0.27 Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	<i>---</i>

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

New equipment must meet Best Available Control Technology (BACT) for emissions mitigation. Older equipment is systematically replaced with new equipment.

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

<http://ehs.ucsc.edu/programs/environmental/emissions.html>

Buildings

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

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

Building Operations and Maintenance

Responsible Party

John Steward

Associate Director

Physical Plant Administration

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:

The University of California at Santa Cruz (UCSC) has had one building certified under LEED EB v2.0, that being the Engineering Sciences Building 2. This building was awarded the Silver Level Certification in 2009. Recertification before 2014 was not a university priority thus the certification has lapsed. However, sustainable maintenance operations have been continued and or improved upon since its certification.

The Master Site Plan development, and subsequent approval by the USGBC in 2013, has provided much of the framework required to sustain building operations and maintenance across all of the UCSC buildings. The policies, procedures and work instructions implemented in that effort focus upon LEED rating categories directly and include the following related to sustainable operations; Green Purchasing Practices, Irrigation metering and control, Integrated Pest Management, Green Building Education, Water Conservation, Energy Conservation, No Tobacco Product Policy, High Performance Green Cleaning, Waste Management/Recycling Programs, Environmental Air Quality Control Systems, Storm Water Quantity and Quality Management, Open Space and Wetlands Protection, Alternative Transportation and Community Connectivity.

The building square footages are based on the University of California's "Outside Gross Square Feet" (OGSF) definition and includes buildings at 1156 High Street, 2300 Delaware, and 100 Shaffer Road. Unoccupied support structures under 100 sf were not included.

For the response to the first two questions, the SF is the total occupied SF, as the campus maintains these spaces per the guidelines in the second half of the "Eligible Buildings Criteria" definition.

"---" 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:

Engineering 2 - LEED Silver

The University of California at Santa Cruz (UCSC) has had one building certified under LEED EB v2.0; the Engineering Sciences Building 2. This building was awarded the Silver Level Certification in 2009. Recertification before 2014 was not a university priority thus the certification has lapsed. However, sustainable maintenance operations have been continued and or improved upon since its certification. Enhancements include the ongoing MBCx of energy systems, recycling enhancements, consumable paper recycling content increase, addition of Absorption Chillers for heat by-product recovery, real-time building level water metering with leak detection, electricity metering / monitoring and LED lighting upgrades.

LEED Gold - Cowell Health Center

This is a medical facility for on campus community that was remodeled in 2009 to become LEED, and has unfortunately since likely lapsed and not been renewed.

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

5,589,238 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)	---
3rd Highest Level (e.g. LEED Silver)	151,550 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	23,724 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

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

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

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

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

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

4,839,810 *Square Feet*

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

[E2 LEED-EB Documentation_Entire.pdf](#)

The date the guidelines or policies were formally adopted:

Nov. 18, 2013

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

The University of California Office of the President (UCOP) Sustainability Policy reinforces the institutional commitment toward sustainable building operation's practices at each independent university. The UCSC Operations policy and procedure is a reflection of the UCOP policy and ensures sustainable practices are maintained and updated on a routine basis. These policies and procedures also comprehend and ensure the overarching principles of USGBC EBOM and are propagated across the organization where required; i.e., purchasing, janitorial, wastemanagement, lighting shop, operations maintenance and energy departments. The UCSC Sustainability Operations procedures were reviewed and updated in concert with the Campus Wide Master Site submittal to USGBC on April 5th, 2012. Policies and procedures were updated and put in place May 1st, 2013 consistent with LEED EBOM requirements.

The Master Site Plan development, and subsequent approval by the USGBC in 2013, has provided much of the framework required to sustain building operations and maintenance across all of the UCSC buildings. The policies, procedures and work instructions implemented in that effort focus upon LEED NC rating categories directly and include the following directly related to sustainable operations; Green Purchasing Practices, Irrigation metering and control, Integrated Pest Management, Green Building Education, Water Conservation, Energy Conservation, No Tobacco Product Policy, High Performance Green Cleaning, Waste Management/Recycling Programs, Environmental Air Quality Control Systems, Storm Water Quantity and Quality Management, Open Space and Wetlands Protection, Alternative Transportation and Community Connectivity.

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

Management and supervision are chartered to communicate the requirements of sustainable operations and enforce tactical operational procedures and work instructions in the field. In addition, they are responsible for training and awareness of policies and procedures specific to the job functions of each individual employee and how those job functions relate to the objectives of sustainable operations. Managers, supervisors and key performers are encouraged to earn LEED accreditation through the USGBC in order to provide insights and direction consistent with LEED sustainable operations. LEED Accreditation training is offered annually. The campus awareness and training elements of sustainable work practices are spearheaded through the local Site Sustainability Office. Their charter includes employee engagement, training, communications and facilitation. They facilitate specific working groups designed to achieve sustainable operations objectives, provide communications of campus wide goals and objectives, charter and fund sustainable operations projects and provide leadership in creating a vision and plan for future operations. These plans are communicated at regularly scheduled meetings of cross functional departments. Finally, internal auditing is performed as required to ensure policy and procedure is in place and practiced as written. The audit is used as a tool to check existing procedures for any required updates and implement the required revisions.

The website URL where information about the institution's certified buildings and/or sustainable operations and

maintenance guidelines or policies is available:

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

Building Design and Construction

Responsible Party

John Barnes

AVC Physical Planning and Construction
PPC

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:

The building square footages are based on the University of California's "Outside Gross Square Feet" (OGSF) definition and includes buildings at the Main Campus (including Laureate Court), 2300 Delaware, and the Coastal Science Campus. Unoccupied support structures under 100 sf were not included.

The Annual List LEED Certified Buildings may be found at:

<http://ppc.ucsc.edu/environment/greenbuild.html>

"---" 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:

The campus uses the USGBC LEED Rating system following the Sustainable Practices Policy of the University of California. The following buildings have LEED ratings:

Porter College House A (NC-Gold), Porter College House B (NC-Silver), Porter College Dining Common (CI-Silver), Cowell Student Health Center (NC-Gold), Bio Medical Facility (NC-Gold)

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

474,268 Square Feet

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	---
3rd Highest Level (e.g. LEED Silver)	<i>122,984 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>218,392 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

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

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

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

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

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

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

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

A copy of the guidelines or policies :

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

The date the guidelines or policies were adopted:

Nov. 18, 2013

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

Porter College House A (NC-Gold), Porter College House B (NC-Silver), Porter College Dining Common (CI-Silver), Cowell Student Health Center (NC-Gold), Bio Medical Facility (NC-Gold)

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

New Buildings

1. All new building projects, other than acute care facilities, shall be designed, constructed, and commissioned to outperform the CBC energy-efficiency standards by at least 20%. The University will strive to design, construct, and commission buildings that outperform CBC energy efficiency standards by 30% or more, whenever possible within the constraints of program needs and standard budget parameters.
2. Standards for energy efficiency for acute care facilities will be developed in consultation with campuses and medical centers.
3. All new buildings (except acute care facilities) will achieve a USGBC LEED “Silver” certification at a minimum. All new buildings (except acute care facilities) will strive to achieve certification at a USGBC LEED “Gold” rating or higher, whenever possible within the constraints of program needs and standard budget parameters.
4. The University of California will design, construct, and commission new laboratory buildings to achieve a minimum of LEED-“Silver” certification as well as meeting at least the prerequisites of the Laboratories for the 21st Century (Labs21) Environmental Performance Criteria (EPC). Laboratory spaces in new buildings also shall meet at least the prerequisites of Labs21 EPC. Design, construction, and commissioning processes shall strive to optimize the energy efficiency of systems not addressed by the CBC energy efficiency standards.
5. All new building projects will achieve at least two points within the available credits in LEED NC’s Water Efficiency category.

Building Renovations

6. Renovation of buildings that require 100% replacement of mechanical, electrical and plumbing systems and replacement of over 50% of all non-shell areas (interior walls, doors, floor coverings and ceiling systems) shall at a minimum comply with III.A.3 or III.A.4, above. Such projects shall outperform CBC Title 24, Part 6, currently in effect, by 20%.
7. Renovation projects with a project cost of \$5 million or greater (CCCI 5000) that do not fall under item III.A.6. shall at a minimum achieve a LEED CI Certified rating and register with the utilities’ Savings by Design program, if eligible.

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

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

Responsible Party

Pat Goff
Director
Environmental Health & Safety

Criteria

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

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

Submission Note:

The square footage is based on the University of California's "Outside Gross Square Feet" (OGSF) definition and includes buildings at 1156 High Street, 2300 Delaware, and 100 Shaffer Road. Unoccupied support structures under 100 sf were not included.

"---" 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:

4,991,360 Square Feet

Gross floor area of building space:

4,991,360 Square Feet

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

Inspections, monitoring, investigations, preventing and resolving IAQ issues, construction project support, HVAC cleaning, factsheets and guidance documents, project support, mold mitigation, and smoking policy.

The UC Indoor Air Quality (IAQ) Tools document is the primary written procedures related to monitoring and auditing and is available at:

<http://ucih.ucdavis.edu/docs/iaqtools2010.pdf>

. Chapter 1 outlines processes and procedures for responding to IAQ complaints. This chapter also provides various form templates that can be used when gathering information. Chapter 2 and 3 lists HVAC Design, Construction and Maintenance routine procedures for

preventing IAQ problems. Chapter 4 provides details on Sampling for Microbial Contamination.

Indoor Air Quality monitoring is performed on an as needed basis based on the concerns of the occupant. EH&S has IAQ monitoring equipment and staff expertise to perform a variety of services in this area. If necessary, the campus will hire specialty consultants to follow up with specific requests that are beyond the scope of the campus EH&S office. Occupants can register concerns through several mechanisms: 1) the Main EH&S webpage button for reporting a hazard; 2) The campus Injury and Illness Prevention Program provides forms and information for submitting a Hazard Alert notice. These can be submitted electronically or by hard copy and also allow for anonymous complaints to be filed. Although not specific to IAQ complaints, the form is generic and has been used for IAQ concern reporting many times; 3) by calling the main EH&S phone number and; 4) by sending an email to

ehs@ucsc.edu

Indoor air quality has become a matter of increased concern in the UCSC campus community. This is not surprising since most of us spend 80 to 90 percent of our time indoors. The Environmental Health and Safety Office (EH&S) is routinely asked to address IAQ concerns and has gathered several informative documents available via links on their website.

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

<http://ehs.ucsc.edu/programs/safety-ih/indoor-air.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.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Tim Galarneau

Food Systems Education & Research Specialist
CASFS

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:

30

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

[Dec'14 - UCSC Dining- Trinity Fresh.pdf](#)

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

produce inventory sample--example of tracking

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)?:

Yes

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:

42

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:

[Cowell Cafe FY 2013-14 INVOICES - Fall 13.pdf](#)

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:

At 21.5% of current food purchases, UCSC has met and exceeded the UC systemwide policy goal of reaching 20% sustainable food purchases by 2020. With the broader concept of local being included we are at 30%. This includes all organic coffee and teas. Local organic produce, produce directly from the campus organic farm, aquaponics, local dairy, sustainable seafood, and 100% cage free eggs. Additionally, the UCSC Chancellor signed onto the "Real Food Challenge" in February 2012, agreeing to pursue a goal of 40% "Real Food" by 2020, meeting the challenge's criteria for local, sustainable, local and/or responsibly grown.

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

We utilize Food Pro and a technical assistance package we have built in with Real Food Challenge coding. We have a team of 3-4 students that work with Dining and our campus Food Systems Working Group to undertake a year long coding and analysis process as we are constantly shifting products and new vendors come on line.

Total annual food and beverage expenditures:

8,236,000 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	Yes
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	No	No

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)	Yes
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:

All UCSC Dining operations are certified Green Businesses through the Monterey Bay Green Business Program and the City of Santa Cruz.

Although we are not MSC certified, at least 50% of our seafood meet or exceed the Monterey Bay Aquarium's Seafood Watch program.

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

<http://www.housing.ucsc.edu/dining/news/2012/2012-03-05.html>

Low Impact Dining

Responsible Party

Clint Jeffries
Unit Manager
UC Santa Cruz Dining

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

70

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

We use our real food tracking program within Food Pro to manage our annual student and staff analysis process.

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"):

UCSC dining has been offering a wide range of vegetarian, vegan, organic, and healthy options since the early 1970s. All dining halls offer vegetarian and vegan options daily for all meals. Additionally, UCSC has adopted the meatless "Healthy Mondays" program and "Beefless Thursdays", rotating the program through each of the dining halls on a weekly basis. In addition, UCSC Dining won PETA's "most vegan friendly campus" award for the 2011/2012 school year.

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

In addition to Meatless Monday (reframed as "Healthy MOndays") and Beefless Thursdays we have Farm Fridays featuring local, organic sustainable meals with protein sources lower on the animal chain to vegan.

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

<http://www.housing.ucsc.edu/dining/meatless.html>

Annual dining services expenditures on food:

8,236,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

1,811,920 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

988,320 *US/Canadian \$*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Sarah Gilchrest
Energy Analyst
Physical Plant

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Square footage is Maintained Gross Square Footage (MGSF).

Energy consumption discrepancy between performance and baseline year is because of the cogen shutdown in 2014.

Scope of energy consumption includes main campus, lower campus, 2300 Delaware and Long Marine Lab

"---" 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	359,916 <i>MMBtu</i>	507,957 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	153,608 <i>MMBtu</i>	114,853 <i>MMBtu</i>

District steam/hot water	0 MMBtu	0 MMBtu
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Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,912,360 <i>Gross Square Feet</i>	5,434,555 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,230,101 <i>Square Feet</i>
Healthcare space	35,034 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	1,947
Cooling degree days	212

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014

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

2006 is the first year we have complete energy data.

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

Campus building management systems in several office, lab, and auditorium spaces have different set points and base delivery of conditioned air on occupancy schedules. These schedules are modified for holidays, campus closures, and can be managed or changed at any time with a web-based tool called Tridium, from anywhere with internet access. Our Tridium tool allows us to access and control the set points, sequence of operations, and graphics for most heating and cooling systems on campus.

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

UCSC has LED lights in a few locations across campus already, including but not limited to parts of McHenry Library, Engineering 2, and in various offices and other small spaces. Also, major LED conversions are a part of current PG&E Strategic Energy Partnership projects at the Cogeneration Plant, Engineering 2, Physical Sciences Building and other smaller scale projects across campus.

In addition to internal LEDs, a campus-wide conversion of street lights and wall packs to LED has been underway over the last two years, and has been successful in converting a large percentage of such fixtures.

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

UCSC has installed occupancy sensors throughout campus as a part of a campus-wide energy efficiency plan.

UC Policy on Sustainability requires that the campus' new projects exceed CA Title 24's energy efficiency standards by 20%. Title 24 is already relatively stringent so exceeding these standards by 20% means that new projects' lighting design involves a combination of motion sensors, daylight sensors, efficient lamps, and low voltage lighting controls to program the lighting schedule. Installation at existing buildings is subject to budgetary constraint.

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

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

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

UCSC is installing a brand new 4.4 MW gas turbine cogen unit which will come online this summer (2015). It will replace the old 2.6 MW, dual-fueled (natural gas and diesel), internal combustion engine. It was retired in December of 2013. This engine supplies electricity

and heating for hot water to the campus core facilities; primarily research facilities with power security needs.

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

As part of our partnership with PG&E, we are incentivized on annual therm and kWh savings resulting from both retrofit and Monitoring Based Commissioning projects (MBCxs). To maximize savings, we use analytic software (SkySpark) that combs data from our BMS, and local data logging to inform projects, and track them to ensure the persistence of any savings realized from a project. Our energy and BMS team attends regular courses aimed at design for lighting, HVAC, and Commissioning projects through PG&E and other institutions so that the knowledge to maintain a level of energy reduction, and apply it elsewhere on campus, stays with the campus even after we complete successive projects.

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

UCSC utilizes a web-based energy management system (EMS) throughout most buildings on campus. The EMS is a Tridium Niagara AX Supervisor with building level JACE controllers. The system has a server that trends all energy and data points in each building every 5-15 minutes, allowing us to track energy consumption, temperature (heating, chilled, and condensing water; air, both indoor and outdoor), volume flow, and other important data.

The system tracks electricity data associated with the boiler, chiller, and other HVAC equipment, but does not yet include lighting and plug load. However, a few pilot panels that will enable the Tridium Supervisor to control building lighting systems are in progress, and the campus has a plan to eventually move all building systems, lighting or otherwise, onto this management system.

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

UCSC students have started both Green Labs and Green Office certification programs for on-campus buildings. Their program includes providing equipment recommendations on equipment replacement, both specific to the area being audited based on need, and general recommendations for future reference by building occupants. A grant has recently been approved by the Green Labs program to fund incentives or internal rebates to areas that purchase the recommended appliances and equipment. Another grant from the building manager of a restaurant on campus has been approved to fund the purchase of energy efficient kitchen appliances, owned and operated by the campus staff as opposed to the vendor on the contract at the location. This project is aimed at aligning this location with other areas of dining that the campus operates internally, so that prescriptive goals for energy efficiency can be under the control of on-campus staff, and not subject to inefficient energy consumption by third party vendors.

For areas that are more difficult to fund projects through the state partnership program, a Green Revolving Loan Fund is in program design, and will facilitate the purchase of equipment by any organization on campus.

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

Grounds at UCSC are monitored internally by a dedicated crew. The Grounds department utilized water flow software with control valves to monitor flow being irrigated on every plot of landscape, field, or other irrigated areas. The amount of flow delivered to an area will be adjusted to account for humidity, precipitation, and temperature, to avoid over-watering.

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

institution:

Vending Mizers were installed in all vending machines, snack machines, and cooler machines on campus through the implementation of our strategic energy plan. The UCSC Procurement Department has also negotiated that all future vendors will have Vending Mizers installed on all machines.

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

The UCSC Carbon Fund, a student-funded initiative to fund carbon emission reduction projects, has been operating since 2013. It funds up to \$100,000/year in projects that prove to have scope 1 or 2 emission reductions in both the on-campus and off-campus communities. Both projects with actual savings, and that are comprised of behavioral change or research for future projects that have potential emission reductions,

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

<http://sustainability.ucsc.edu/topics/Energy.html>

Responsible Party

Sarah Gilcrest

Energy Analyst

Physical Plant

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

MMBtu's for performance year are from purchased natural gas, electricity for main and lower campus, 2300 and LML.

MMBtu's are significantly lower than baseline and previous year because of the reduction in purchased natural gas due to cogeneration plant shutdown for entire calendar year.

"---" 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	651 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu

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

0 MMBtu

Total energy consumption, performance year:

372,044 MMBtu

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

A 250KW system was installed on the McHenry Library roof in Dec. 2013. This system generates ~20,000 KwH/month.

For the reporting year, campus had a small amount of solar thermal panels on Family Student Housing and Oakes College - the data from these projects are not collected or recorded.

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

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

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

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

http://sustainability.ucsc.edu/news-events/news/Mchenry_Solar.html

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Roger Edberg
Senior Superintendent
Grounds Services

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

Submission Note:

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

	Area
Total campus area	<i>2,200 Acres</i>
Footprint of the institution's buildings	<i>47 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>1,000 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>1,120 Acres</i>
Managed organically, third party certified and/or protected	<i>33 Acres</i>

A copy of the IPM plan:

The IPM plan :

The UCSC Grounds Services Division practices Integrated Pest Management (as defined by the EPA) when responding to pest problems in the landscape as well as in office and residential areas in buildings. Integrated Pest Management is a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes the risks to people, property, and the environment, are used only after careful monitoring indicates they are needed. When it is determined that the appropriate response to a pest problem involves the application of pesticides, the materials used are required to have been evaluated for use on Campus by the University Environmental Health and Safety Environmental Programs Unit. Materials on the Proposition 65 list are not used.

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

Pest management is conducted with an IPM approach. All turf is mowed with mulching decks except one 4 acre sand based soccer field. All Tree crew brush and logs are ground to chip size and re used in the landscape to reduce erosion, evaporation, and suppress weed growth. All irrigation is scheduled based on local evapotranspiration data. All major landscape areas have central control irrigation management with automated leak detection and shut off. Department is converting to electric landscape equipment as available. Plants are selected carefully for appropriateness to environment. All staff are knowledgeable and skilled in their areas and receive monthly training including safety and environmental topics.

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

Planting areas outside building compounds should relate to the surrounding native plant community and utilize native plants, closely related species, or, in specific and limited locations, ornamentals successfully used on campus. Selected plant species should be water efficient, requiring little or no irrigation, so as not to affect drainage and availability of water to existing native species, and to minimize water usage on campus.

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

All tree crew trimmings are chipped and used on site for landscape mulch. All logs larger than we can chip are either: Stored and chipped on site by contract tub grinder and used on site or milled for lumber to be used on site.

All but 15% of turf area is mowed with mulching deck mowers.

The remaining 15% (competition soccer field) turf area is vacuumed, collected and taken to City of Santa Cruz Green Waste for composting.

10% of landscape clippings and leaves is used on site for erosion control. 90% is collected and taken to City of Santa Cruz Green Waste for composting.

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

The Campus has two organically certified agricultural areas totalling about 33 acres. The CASFS/UCSC Farm Center supports research on the basic ecology of agricultural systems with the goal of designing farming methods that conserve resources, maintain yields, and protect the health of surrounding natural landscapes. This agroecosystem approach, based on ecological principles such as nutrient cycling, biodiversity, and predator-prey relationships, is critical to developing an agriculture that can be maintained into the future.

Researchers working with the Center also experiment with growing practices to improve yields, optimize nutrient use, decrease off-farm impacts, and reduce or eliminate reliance on synthetic chemical inputs. Much of this work takes place directly with growers on their farms and on the Center's 30-acre organic farm at UCSC.

Areas of interest include:

Control of strawberry pests and diseases with anaerobic soil disinfestation (ASD) and trap crops.

Crop rotations to suppress pests and diseases and improve fertility.

Pest and natural enemy population dynamics.

Variety trials for organic specialty crop production on the Central Coast.

Cover cropping with annuals and perennials.

Analysis of nutrient uptake in organic and conventional systems.

Farmscaping with native hedgerows and vegetative buffer strips.

Center researchers also experiment with growing practices to improve yields, optimize nutrient use, decrease off-farm impacts, and reduce or eliminate reliance on synthetic chemical inputs. Much of this work takes place directly with growers on their farms and on the Center's 30-acre organic farm at UCSC.

For information on conducting research at the CASFS/UCSC Farm, contact Farm Site and Research Lands Manager Darryl Wong at 831.459-3604 or by email. Please see the CASFS Research Protocol and Cost Worksheet for more detailed information.

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

We primarily utilize campus generated wood chip mulch for erosion prevention, water conservation, and weed suppression. We have begun converting to battery electric landscape equipment wherever possible. Pest management follows IPM principles. We have purchased and utilize "Burrow Blocker" non toxic ground squirrel management. Landscape plants are selected for appropriateness to the climate and our low input management. We are utilizing low precipitation rate, high distribution uniformity MPRotator irrigation heads where applicable. We operate 28 major irrigation control systems using radio communication central control Advanced Et irrigation management.

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

storm water management

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

It does not snow in Santa Cruz.

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

The Campus has two organically certified agricultural areas totalling about 33 acres. The CASFS/UCSC Farm Center supports research on the basic ecology of agricultural systems with the goal of designing farming methods that conserve resources, maintain yields, and protect the health of surrounding natural landscapes. This agroecosystem approach, based on ecological principles such as nutrient cycling, biodiversity, and predator-prey relationships, is critical to developing an agriculture that can be maintained into the future.

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reduce or eliminate reliance on synthetic chemical inputs. Much of this work takes place directly with growers on their farms and on the Center's 30-acre organic farm at UCSC.

For information on conducting research at the CASFS/UCSC Farm, contact Farm Site and Research Lands Manager Darryl Wong at 831.459-3604 or by email. Please see the CASFS Research Protocol and Cost Worksheet for more detailed information.

The UCSC Campus also includes protected lands in the natural reserve: The UCSC Campus Natural Reserve covers 400 acres of protected natural lands on the UC Santa Cruz campus. This land was set aside as part of the LRDP to preserve the natural communities for teaching, field research and natural history interpretation. These lands are an outdoor classroom and living library and laboratory. There are also approximately 25 acres of protected Ohlone Tiger Beetle habitat.

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://physicalplant.ucsc.edu/plant-services/grounds/index.html>

Responsible Party

Shauna Casey

Sustainability Internship Coordinator
Campus Sustainability Office

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:

Campus Habitat Reserve: Two areas on campus, which total approximately 25.5 acres, are designated as Campus Habitat Reserve (HAB). The larger of these two areas, a 13-acre parcel on the southwestern corner of the campus adjacent to Wilder Creek, is designated as a reserve to retain high-quality grassland and forest habitat on the campus for the California red-legged frog and the Ohlone tiger beetle. This reserve was established pursuant to a 2005 Implementing Agreement between the U.S. Fish & Wildlife Service and The Regents. The second area, a 12.5 acre parcel, is located in the southern portion of the campus near the main entrance. A portion of the parcel is designated as a management site for Ohlone tiger beetle (federally endangered species) habitat with the remainder of the site managed for California red-legged frog (federally threatened species). HAB lands are protected lands that will remain undeveloped except as permitted by the terms of the Implementing Agreement and associated Habitat Conservation Plan (HCP). These areas would qualify as IUCN Cat IV protected areas, as they primarily exist to restore and protect habitat for particular species.

UCSC also manages four Natural Reserves that are part of the UC Natural Reserve System: Ano Nuevo Island Reserve (25 acres, part of 4,000-acre Año Nuevo State Reserve), Fort Ord Natural Reserve (605 acres), Landels-Hill Big Creek Reserve (9,856 acres), and Younger Lagoon Reserve (72 acres). These lands are dedicated to university-level teaching and research and public service, as well as the protection of species and habitats. These areas would either be classified as IUCN Cat 1a or IV protected areas, depending on the reserve. For more information, see Ano Nuevo Island Reserve:

http://nrs.ucop.edu/reserves/ano_nuevo/ano_nuevo.htm

. Fort Ord Natural Reserve:

http://nrs.ucop.edu/reserves/fort_ord/fort_ord.htm

. Landels-Hill Big Creek Reserve:

http://nrs.ucop.edu/reserves/big_creek/landels_hill_big_creek.htm

. Younger Lagoon Reserve:

http://nrs.ucop.edu/reserves/younger_lagoon/younger_lagoon.htm

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:

UCSC has hired contractors to conduct a wide variety of habitat and species assessments as part of multiple campus-wide and project specific studies. Many of these projects have required environmental review pursuant to the California Environmental Quality Act (CEQA). Species-specific assessments have included surveys for listed species (Ohlone tiger beetle and California red-legged frog, San Francisco dusky-footed woodrat), nesting migratory birds, bat roosting sites, raptor nesting sites, and rare plants including the Santa Cruz manzanita. Surveys for rare cave invertebrates (including two listed as Vulnerable on the IUCN Red List). In addition to these activities on the main UCSC campus, a wide variety of assessments and ecological investigations occur on the four UCSC-managed Natural Reserves within the UC Natural Reserve System.

As part of the campus's 2005 (its most recent) Long Range Development Plan (LRDP), a detailed Environmental Impact Report (EIR) was prepared by consultants. This EIR included vegetation community mapping which delineated redwood forest, transitional forest types, mixed evergreen forest, coastal prairie, annual grassland, riparian areas, northern maritime chaparral, and developed areas. Of these, coastal prairie, northern maritime chaparral, and riparian habitat could be considered sensitive areas, or those with unique species and/or environmental conditions. Other assessments have included mapping of wildlife corridors; California red-legged frog breeding, dispersal, and overwintering habitat; watershed boundary mapping; and hydrology mapping within the Campus Natural Reserve's Seep

Zone area. Additionally, a wide variety of habitat (including those considered environmentally sensitive areas) occur on the four UC Natural Reserves managed by UCSC.

Summary of methodologies: California red-legged frog (*Rana draytonii*; CRLF)--surveys by consultants Jones and Stokes in 2002 and Ecosystem West in 2000. Field surveys to determine breeding, upland, and movement habitats. The suitability of aquatic features for CRLF was determined based on site conditions such as water quality, depth of ponding, duration of ponding, presence of exotic fish or bullfrogs, and proximity to known occurrences. The hydrology of sites without visible water was determined based on clues such as vegetation, soil moisture, debris location, high-water marks, the presence of dried algae, and other features. All aquatic sites were evaluated as to whether they could support CRLF breeding, foraging, or resting (temporary use). The suitability of upland habitat for use by CRLF was based on vegetation, topography, distance from known occurrences, the presence of small mammal burrows, soil cracks, debris piles, or other features that could provide aestivation habitat or temporary refuge for CRLF. Potential movement routes on campus were determined based on the locations of known breeding sites, suitable aquatic sites, suitable upland habitat, and the presence of barriers or hazards to CRLF dispersal. Barriers to dispersal are defined as features that would prevent or seriously deter CRLF from crossing the feature. Examples of barriers include buildings, dense development, vertical or near-vertical cliffs, and solid fences greater than 4 feet tall. Hazards to dispersal are defined as features that present a risk of injury or mortality to CRLF. Hazards to dispersal include active roads or low-density development. All potential barriers or hazards were recorded on the topographic map in the field. Potential movement routes of CRLF to and from campus were assessed based on the known locations of breeding and non-breeding populations and habitats offsite and the suitability of upland habitat in between.

Key aquatic sites identified by this assessment were monitored every 2 weeks

from mid-February to July, 2002, to determine the approximate length of ponding and their overall suitability for CRLF. Site assessments for CRLF have also been prepared for UCSC in conjunction with past planning activities (Ecosystems West 2000; University of California, Santa Cruz 1988; Environmental Assessment Group 2000; Jones & Stokes 2002).

Ohlone tiger beetle (*Cicindela ohlone*; OTB): visual encounter surveys along transects and area-constrained searches for adult beetles and larval holes in historically occupied habitat and other suitable habitat locations. Environmental Studies student Tara Cornelisse monitored the beetle on campus habitats from at least 2012-2014.

Santa Cruz manzanita (*Arctostaphylos andersonii*): density of individuals was mapped as part of the 2005 LRDP's EIR.

Nesting bird surveys: These surveys are done guidance from California Department of Fish and Wildlife when available.

A brief description of identified species, habitats and/or environmentally sensitive areas:

California red-legged frog (*Rana draytonii*): Federally threatened anuran. Breeds in UCSC Arboretum pond, dispersal and overwintering habitat in the Lower Moore Creek area. Ohlone Tiger Beetle (*Cicindela ohlone*): Federally endangered tiger beetle that occupies two small meadow areas on the UCSC campus--2 of only 15 locations in which the beetle has been found. Santa Cruz manzanita (*Arctostaphylos andersonii*): rarity ranking of 1B.2 (fairly endangered in California) by the California Native Plant Society. Found in several locations in chaparral and transitional forest communities on the UCSC campus. Dolloff's cave spider (*Meta dolloff*) and Mackenzie's Cave amphipod (*Stygobromus mackenziei*)--both listed as Vulnerable by the IUCN Red List. Found in Empire Cave on the UCSC campus. Environmentally sensitive areas include the Seep Zone, an area with several seeps and springs; riparian zones such as those found in Cave Gulch, Jordan Gulch, and Lower Moore Creek; Empire Cave, an accessible karst geology feature that supports several Santa Cruz county endemic invertebrate species.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The UCSC campus includes over 2,000 acres of land. 55% of the campus is designated in the 2005 Long-Range Development Plan (LRDP) as Campus Natural Reserve, site research area, and other land use designations that restrict development.

The UCSC Campus Natural Reserve consists of 410 acres of natural land set aside to preserve natural communities for teaching, field research, and natural history interpretation.

UCSC has undertaken a Water Efficiency Survey and is conducting a study of potential applications for recycled water systems on campus.

UCSC has used an Integrated Pest Management (IPM) approach to control weeds, diseases, insects, and rodents on campus for approximately 15 years with success.

The UCSC Invasive Species Management Plan guides the management of invasive plant species on the campus.

The UCSC Forest Ecology Research Plot is a 16 hectare mapped plot with over 20,000 tagged and mapped woody plant individuals. This plot is part of a worldwide network of long-term forest plots studying forest dynamics and composition over time.

The UCSC Storm Water Program is drafting a Storm Water Management Plan that outlines the best management practices to be used on campus to control erosion, minimize the potential for water pollution, and educate the changing campus population on behaviors that affect storm water quality.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://ucsantacruz.ucnrs.org/reserves/ucsc-campus/>

Purchasing

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

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

Electronics Purchasing

Responsible Party

Kathleen Rogers
Strategic Sourcing Manager
Procurement Services

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.

Submission Note:

Numbers do not include purchases made with a pro-card (university credit card).

"---" 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:

[UC-CR-13-0213_SustainablePractice-2.pdf](#)

The electronics purchasing policy, directive, or guidelines :

See attached

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

UC Santa Cruz includes EPP training with training offered for its ecommerce tool. Any competitive bid includes gradable product and business sustainability criteria. We also have a green guide on our website as a reference and offer a greenwashing training through our online learning center.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	955 US/Canadian \$
EPEAT Silver	3,783 US/Canadian \$
EPEAT Gold	1,042,823 US/Canadian \$

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

1,271,470 US/Canadian \$

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

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

Cleaning Products Purchasing

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

[UC-CR-13-0213_SustainablePractice-2.pdf](#)

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

See above link

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

We have a system-wide agreement for supplies that includes 3rd party certified cleaning and janitorial products. Our goal for 2014 was a spend of at least 50% on sustainable products in this category. Our actual spend was 55% and will increase in 2015.

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:

255,498 US/Canadian \$

Total expenditures on cleaning and janitorial products:

464,360 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 attachment.

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

[UCSC2015CampusGreenCleaningPolicyv4.pdf](#)

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

Spend on cleaning or janitorial is Calendar 2014, not fiscal year 14

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

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

Office Paper Purchasing

Responsible Party

Kathleen Rogers
Strategic Sourcing Manager
Procurement Services

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:

[UC-CR-13-0213_SustainablePractice-2.pdf](#)

The paper purchasing policy, directive or guidelines:

See above link

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

UCSC Copy Services is currently using 100% PCW paper and distributing it via recharge to over 180 copiers on campus. Procurement Services Provost Sustainability Intern has created an EPP office supply catalog to aid shoppers in choosing high PCW % office paper whenever possible. Increased use of 100% PCW paper by 122% and reduced paper use by 33% since FY13

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	42,107.78 US/Canadian \$
50-69 percent	2,726.79 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	35,773.71 US/Canadian \$

Total expenditures on office paper :

101,573.71 US/Canadian \$

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

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

Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Criteria

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

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

Guidelines for Business Partners

Responsible Party

Kathleen Rogers

Strategic Sourcing Manager

Procurement Services

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?:

None

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

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

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

Competitive bids help determine a supplier's opportunities for improving environmental and social business practices. Any resulting agreement or scope of work may include mutually agreed upon performance expectations and metrics based on those opportunities.

The website URL where information about the institution's guidelines for its business partners is available:

<http://www.ucop.edu/ucophome/coordrev/policy/sustainable-practices-policy.pdf>

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Theodore Diamantopoulos

Manager Fleet Services

Fleet Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

497

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	3
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	46
Fueled with compressed natural gas (CNG)	6
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:

UCSC's topography has made the implementation current electric vehicle technology challenging and costly. While we continue to seek & deploy new lithium-ion based battery systems for the campuses many burden/people carrying carts, we have focused on growing our CNG infrastructure to accommodate more heavy-duty CNG vehicles. By concentrating an alternative fuel into a fuel intensive segment of our fleet, we hope to realize significant emissions savings by using our two new CNG refuse trucks and as additional large vehicles are replaced with compressed natural gas versions.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Larry Pageler

Director

Transportation and Parking Service

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

92.80

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)	7.20
Walk, bicycle, or use other non-motorized means	53
Vanpool or carpool	7.10
Take a campus shuttle or public transportation	32.40
Use a motorcycle, scooter or moped	0.30

A brief description of the method(s) used to gather data about student commuting:

An on-line Travel Survey was conducted during Spring 2014 to determine the trip-making frequency and mode choice for residential and commuting students and faculty/staff when traveling on/off campus and across campus.

The website URL where information about sustainable transportation for students is available:

<http://taps.ucsc.edu/new-to-campus/new-enrolled-students.html>

Employee Commute Modal Split

Responsible Party

Larry Pageler

Director

Transportation and Parking Service

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

51.40

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)	46.10
Walk, bicycle, or use other non-motorized means	19.50
Vanpool or carpool	11.20
Take a campus shuttle or public transportation	20.70
Use a motorcycle, scooter or moped	0.50
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

An on-line Travel Survey was conducted during Spring 2014 to determine the trip-making frequency and mode choice for residential and commuting students and faculty/staff when traveling on/off campus and across campus.

The website URL where information about sustainable transportation for employees is available:

<http://taps.ucsc.edu/new-to-campus/new-employee-guide.html>

Support for Sustainable Transportation

Responsible Party

Larry Pageler

Director

Transportation and Parking Service

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

UCSC has contracted with

Bikelink.org

to provide 24 secure bike lockers in three on-campus locations. Capacity will increase at least 50% during 2014-15 with the installation of more

Bikelink.org

lockers at new locations at UCSC facilities.

While several campus buildings offer shower facilities (Kerr Hall, Baskin Engineering, Communications, Barn G), a Bike Commuter Shower Program is also available at the East Field House at no cost for commuting staff and faculty. Secure interior parking is available to staff at McHenry Library. The campus also features "Bike Fixit Stations" in five on-campus locations and 24 "smart" BikeLink bike lockers in three on-campus locations (for more information visit

www.bikelink.org

). Additionally, a 19-passenger Bike Shuttle operates between two off-campus locations and the upper area of the Main Campus throughout the regular year, making 26 trips/day during the regular academic period to transport bike commuters 700' vertical feet. The 2,000 acre campus includes 5.9 miles of Class I and Class II bike routes.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

More than 260 bike racks provide parking capacity for over 3,300 bikes. The majority of these racks are made by CORA, with a growing number of Lighting Bolt racks (the currently-preferred standard) and a smattering of inverted-U racks. In Fall 2013 24 BikeLink bike lockers were installed in three on-campus locations; another dozen will be installed during Winter 2015.

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:

A Campus Bicycle Plan was adopted in 2008, while a Pedestrian Plan has been in development since 2013. While the 2,000 acre campus is crossed by four roadways and the central campus includes numerous service roads and pedestrian pathways, designated Class I and II bike routes existing primarily between the two campus entrances and the campus core. One of these, the Great Meadow Bike Path, is a Class I path constructed in the 1970s that spans 1.6 miles and climbs approximately 400 feet in elevation—offering beautiful views through the campus grasslands and across Monterey Bay.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The UCSC Bike Library is a student-run program providing students free access to multi-gear mountain bikes on a quarterly basis. 25 bikes are currently available, with participation levels averaging between 70-80%.

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:

UCSC submitted an application during Spring 2014 and was certified by LAB at the Silver level on October 22, 2014.

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):

UCSC TAPS Campus Transit provides Day & Night Shuttles and Disability Van Service on-campus, and late-night downtown Night Owl transit service without any fare to the passenger.

UCSC established a service contract with the Santa Cruz Metropolitan Transit District (SCMTD) in 1972, providing every registered student “fare-free” transit access throughout Santa Cruz County. This “fare-free” arrangement was extended to UCSC employees in July 1989. As of 2013-14, the monthly cost of the Student Transit Fee and the Faculty/Staff Bus Pass are \$37.25 and \$8.75, respectively—compared with the SCMTD’s Monthly Adult Bus Pass cost of \$65. Additionally, Faculty/Staff Bus Passes qualify for pre-tax options when paid for through payroll deduction. SCMTD operates six transit routes to the UCSC campus from 6:25am until 12:40am weekdays, and from 7:00am until 11:40pm weekends. Headways range from every 15-minutes to every 5-minutes. Average daily school-term ridership during 2013-14 was 10,488 students and 580 faculty/staff; annual UCSC ridership on SCMTD totaled more than 2.32 million passengers.

UCSC’s Transportation and Parking Services (TAPS) department operates a variety of other transit services geared toward the student community. These include: Day and Night Shuttles to accommodate intra-campus travel, late-night school-term Night Owl service

between the campus and downtown Santa Cruz, a weekday Bike Shuttle, and the Disability Van Service providing paratransit service on-campus. The school-term service schedule spans weekdays from 7:25am until 1:15am, and operates weekends from 6:00pm until 2:45am. Campus Transit ridership exceeded 2.21 million passengers during 2013-14.

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:

The Emergency Ride Home (ERH) is available to all campus commuters participating in the Commuter Vanpool Program or holding a UCSC Carpool parking permit.

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:

UCSC TAPS provides all three: ride-sharing services through Zimride, discounted Carpool parking fees, and subsidized Commuter Vanpools owned and operated by UCSC. 23 Commuter Vanpool routes operating from locations within Santa Cruz, Santa Clara, and Monterey counties transport more than 250 UCSC commuters each day. The Zimride ride-matching program, intended primarily for occasional trip away from Santa Cruz County, accommodated more than 9,500 UCSC affiliates during the 2013-14 year.

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:

Now in its eighth year, UCSC's contractual arrangement with Zipcar provides eleven on-campus and nine off-campus car-share vehicles available to campus affiliates and the local community. More than 4,000 members have joined since 2006, while school-term utilization consistently exceeds 30%.

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:

Six Level 2 EV charging stations managed by ChargePoint are available to campus commuters and visitors parking at the Core West Parking Structure. Overall utilization has been growing since their activation in Fall 2013.

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:

Telecommuting arrangements are made between staff and their supervisors; no statistics have been kept or collected regarding the number of official telecommuting employees. However, many UCSC staff and faculty conduct a portion of their regular workday or augment their workday with telecommuting work outside their normal work schedule.

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:

Depending on the nature of their work and other issues, an employee may request to work four 10-hour days each week instead of five 8-hour days.

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:

239 on-campus/near-campus units (188 for-sale and 51 rental) are available under the Employee Housing Program. An additional 7 College Provosts and 23 Coordinators of Residential Education (CREs) reside in on-campus units.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Nearly half of UCSC's 16,500 students reside on-campus.

Since 1999 a Bike Shuttle—a cutaway bus towing a trailer—provides up to 19 bicyclists per trip a ride up the steep 700-foot hill from Santa Cruz to the UCSC campus. UCSC TAPS conducts Bike Safety classes several times each academic quarter, as well as Bike Light and Bike Helmet Giveaway events and weekly Bike Maintenance workshops.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://taps.ucsc.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.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

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	1,525 Tons	481 Tons
Materials composted	649.30 Tons	0 Tons
Materials reused, donated or re-sold	79 Tons	414 Tons
Materials disposed in a solid waste landfill or incinerator	1,384.60 Tons	2,782 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	7,889	6,088
Number of residential employees	304	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,840	14,646
Full-time equivalent of employees	3,408	3,515
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the waste generation baseline was adopted:

It matches the baseline used for prior reporting purposes.

A brief description of any (non-food) waste audits employed by the institution:

UCSC has conducted three official campus-wide waste audits to date: in 2010, 2012 and 2014. In the most recent audit in 2014, the full contents of 49 dumpsters were sampled and sorted by teams of 12-20 students and staff to determine what percentage of the refuse stream (by weight) needs to be diverted from the landfill. The team consulted with a UCSC faculty statistician to ensure the samples were randomized and to evaluate the quality of the final data. The results of all three waste audits to date are similar: about 1/3 of the waste to be diverted comprises compostable materials, and only about 10-15% of the contents of the dumpsters actually "needs" to go to the landfill.

A brief description of any institutional procurement policies designed to prevent waste:

We have reduced the number of deliveries to campus from Office Supply vendors and this has not only reduced packaging due to delivery consolidation but lowers CO2 emissions.

In addition, every purchase order issued includes the following language: ***Supplier: Please ship responsibly by ensuring your product and its packaging can be reused or recycled.***

We also apply our standard terms and conditions whenever possible. These terms include: ARTICLE 25 – ENVIRONMENTALLY PREFERABLE PRODUCTS. Supplier will use environmentally preferable products and services (i.e., products and services with a lesser or reduced effect on human health and the environment), to the maximum possible extent consistent with the Agreement. Information on environmentally preferable products and services is available at:

<http://www.epa.gov/opptintr/epp/>

. These terms can be found at: http://www.ucop.edu/procurement-services/_files/uc-terms-and-conditions.pdf

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The UCSC Receiving Services - Surplus Store resells used office supplies, furniture and other goods. The Surplus Store receives unwanted items and sells them as-is for reuse both within the campus as well as to the greater Santa Cruz community.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

MyUCSC is UCSC's online academic information portal for students, faculty, and staff. Students use MyUCSC to enroll in classes, check their grades, view their financial aid and billing accounts, and update their personal information. Faculty can view and print their class rosters, email their classes, and post grades in MyUCSC. Staff use MyUCSC to view and update student information.

A brief description of any limits on paper and ink consumption employed by the institution:

UCSC does not offer free printing in any of the computer labs or libraries.

Access to printing in Learning Technologies computer labs is automatically available to current UCSC students. Charges are automatically billed directly to students' UCSC accounts and will appear in their university bill (via student portal); no cards or cash are needed to print.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

For the last six years we have had a move out waste reduction program that starts with late Fall Quarter education, late Spring Quarter swap events as well as containers available for donations during finals week (provided by Goodwill, Hope Services, 2nd Harvest Food Back and University bins for items sent to Homeless Services). Throughout Spring Quarter residents are encouraged to take items home early, recycle extra items early and when they are done with finals - take the rest home.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

Dining Services conducts regular post-consumer food waste audits in all 5 dining hall locations. A team of students tables near the dish collection area, scrapes all plates with uneaten food remaining and weighs the contents to come up with a pounds per person of food waste figure to communicate to dining hall guests for educational purposes. Dining's educational messaging includes slogans such as "Be a taster, not a waster" and "Take what you'll eat, and eat what you take".

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:

Dining Services is currently piloting 1 service location in the "Lean Path" program to educate staff on food preparation waste reduction.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

"Trayless" dining: in 2008 the trays were removed from the dining halls, which has resulted in reducing overall waste by 35%, as well as reducing cleaning water usage by 1,000,000 gallons per year."

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):

UCSC Dining initiated a reusable to-go container program in 2010-2011. Please see website for details.

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 dine-in service ware is reusable in all 5 campus dining halls operated by Dining Services, including cutlery, plates and cups. Dining's "to-go" program requires the purchase of a re-usable container.

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:

Bring your own mug to PERK Coffee Bars, buy 7 coffee drinks and your 8th drink is FREE with our Bring Your Own Mug coffee card. UC Santa Cruz has diverted over 24,000 disposable cups and bottles from the landfill.

We do offer discounts to customers who use their own mugs. We have two programs actually. One, is if you bring you own mug to get coffee at the PERK stations--after 7 purchases in their own mug they get a free drink. The other ties into the new reusable bottles we're selling. If you bring in one of Dining's reusable water bottles to one of the retail locations you get \$0.50 off the price of a fountain soda. You get \$0.10 off if you have a different kind of reusable water bottle.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

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

Waste Diversion

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

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:

2,253.08 Tons

Materials disposed in a solid waste landfill or incinerator :

1,369 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:

Grounds Services collects a wide variety of eligible materials for recycling, including glass, plastics, aluminum, cardboard, a variety of paper grades, kitchen food scrap compost, scrap metal, greenwaste, batteries, and more.

All five campus dining halls compost both pre- and post-consumer food waste, resulting in 625 tons diverted.

Other campus units and operations recycle carpet, kitchen grease, automotive fluids and tires, surplus furniture and equipment, construction and demolition materials, and more.

A brief description of any food donation programs employed by the institution:

Before long breaks (winter and summer) Some non-perishable food is donated. However, the dining halls don't donate their daily leftovers. Through our food management system and best practices, we are able to limit waste.

A brief description of any pre-consumer food waste composting program employed by the institution:

Composting: our composting partnership with Marina Waste Management helps us divert over 600 tons per year of both pre- and post-consumer food scraps from the landfill and turns it into nutrient-rich compost which is used to replenish the soil and grow more

produce. Compostable paper products are used throughout our dining operations.

Graph on website contains info on the levels of pre and post consumer food waste composting.

A brief description of any post-consumer food waste composting program employed by the institution:

Composting

Composting: our composting partnership with Marina Waste Management helps us divert over 600 tons per year of both pre- and post-consumer food scraps from the landfill and turns it into nutrient-rich compost which is used to replenish the soil and grow more produce. Compostable paper products are used throughout our dining operations.

Graph on website contains info on the levels of pre and post consumer food waste composting.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

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:

1,146.73 Tons

Construction and demolition materials landfilled or incinerated :

4.84 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:

Campus construction or renovation projects involve generation of large amounts of concrete, wood, and metal waste. Much of this can be recycled or reused elsewhere, but the necessary sorting is not always done by contractors. Campus practice currently requires contractors on major construction projects to develop and implement a waste management plan, recycling and/or salvaging at least 50% of construction, demolition, and land-clearing waste. UCSC Grounds Services now picks up roll-off containers from most construction sites and, in the process, encourages separation of materials to allow recycling and tracking of the campus waste stream. Pickup through Grounds is not a campus standard and disposal of construction and demolition waste is sometimes handled by private vendors that have not been required to collect and submit their waste stream data.

Hazardous Waste Management

Responsible Party

Pat Goff

Director

Environmental Health & Safety

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Maintain an up-to-date chemical inventory; Review your inventory periodically to remove unwanted or unusable chemical stocks; manage peroxide formers and dispose of them by their expiration date; only purchase gas cylinders from manufactures who will accept the return of the partially used or empty cylinders; ensure proper identification is on all chemical containers.

Waste Minimization is reduction in the quantity of hazardous wastes achieved through a conscientious application of innovative or alternative procedures. Simple adjustments to a process producing wastes (e.g. a teaching lab experiment, a vehicle cleaning operation, etc.) may be the only requirement to achieve some results. However, looking at the broader picture in the University environment, it is often difficult to recognize waste reductions due to the complex and changing growth patterns within the campus community. Reductions are often offset by increased staff and student growth and/or building construction.

Waste Minimization Suggestions - available online at

<http://ehs.ucsc.edu/programs/waste-management/waste-minimization.html>

* Substitute less hazardous chemicals or ingredients for ones you are using now. This database provides information on alternatives to hazardous chemicals or processes. This is an MIT-developed tool made possible by an EPA People, Planet, and Prosperity grant. Information is subject to change.

* Order only the chemicals needed for the short term. You will spend more to dispose of larger amounts of unused chemicals than you will save by purchasing large orders to get quantity discounts.

* If you're dealing with common household chemicals, call the County Hotline for the latest updates on recommended and available substitutes.

* Test your ideas on the smallest scale practical to minimize disposal costs.

* Keep your wastes segregated by compatibility and type; avoid cross contamination as much as possible.

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

UCSC offers pick up of disposable waste and chemicals. Instructions on safe ways of disposal can be found on the website. Hazardous waste materials are submitted for pickup in the online database picked up within one week.

To protect human health and the environment, hazardous wastes are strictly regulated. Failure to comply with hazardous waste regulations can result in significant criminal and civil penalties (such as fines of up to \$25,000/day/violation) for the University and/or the perpetrator. Therefore, proper handling and identification of hazardous wastes is imperative. Only properly trained EH&S employees are qualified to handle hazardous wastes.

UCSC audits every hazardous waste vendor that transports, treats and disposes of UCSC waste.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The University of California requires Principal Investigators and/or Departments to disclose hazardous material inventory records to EH&S if a hazardous chemical is used, handled, or stored in University facilities. Collaboration between hazardous materials users and EH&S is essential for maintaining required chemical inventory records. The Chemical Inventory System (CIS) is a web-based system that facilitates the collection and storage of information related to chemical types and amounts within campus laboratories and facilities. CIS helps UC meet reporting and compliance requirements. If a lab needs a certain chemical, we have them contact EH&S and we use the CIS to share chemicals between labs.

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):

Summary: Receiving Services is the UCSC campus-designated outlet for the disposal of consumer electronics devices (CEDs). Examples of CEDs to be Handled by Surplus Operations

Computers, Monitors, Scanners, Printers, Keyboards, Mice, Battery backups, Cables, Circuit Boards, Microwaves, Lamps, Clocks, Flashlights, Calculators, Phones, Coffee Makers, Typewriters, etc.

All sales of surplus University owned property must be administered by Surplus Operations. When a department determines that it has no further use for University owned property, the manager, equipment custodian or authorized person initiates steps to dispose of it. Departments are strictly prohibited from gifting or selling surplus materials directly to UCSC faculty, staff, students, and other individuals. The Surplus Administrator has been delegated the authority to "determine whether an item has no further value to the organization and can be disposed of as excess material." The Surplus Administrator then determines the best method of disposal.

These standards are designed to ensure the efficient utilization of property, maximize the property's residual value, maintain financial accountability and reporting accuracy, ensure compliance with safety/environmental laws and regulations, and minimize risk exposure to UCSC.

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 UCSC Environmental Health & Safety Dept. website has information on what constitutes hazardous waste as well as instructions for pick up and disposal. The website also contains safety guidelines for handling the waste.

Ewaste is collected and resold. If the ewaste is unwanted, it is recycled by a company that has been audited by EH&S. When EH&S audits the recycling company and facility, they ask general questions about how their waste is handled ensuring all employees are wearing proper PPE, they are dismantling the waste in a safe manner, and they are abiding by UC's Sustainability Policy.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://ehs.ucsc.edu/programs/waste-management/recycling-disposal/index.html>

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

The baseline period for UCSC tracks the annual average over three years from July 2002-June 2005.

Baseline year for Gross Floor Area of Building Space is 2003, the most relevant data available that aligns with one year of the 3-year water baseline period.

The vegetated grounds figure excludes the 1200 acre Campus Natural Reserve area, which is not irrigated.

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

Level of water risk for the institution's main campus:

High

Total water use::

	Performance Year	Baseline Year
Total water use	149,732,083.67 Gallons	206,700,000 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	149,732,083.67 Gallons	206,700,000 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	7,889	6,023
Number of residential employees	304	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	16,840	14,281
Full-time equivalent of employees	3,408	3,438
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,589,238 Square Feet	4,638,824 Square Feet

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	55 Acres	45 Acres

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	July 1, 2002	June 30, 2005

A brief description of when and why the water use baseline was adopted:

This matches existing mandatory reporting requirements to our local municipality and UC Office of the President.

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:

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

95% of buildings on campus has individual water metering. The other 5% of buildings are metered in a group.

Vegetated grounds baseline year is 2000, the only other year where this data is available.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A Major Maintenance program retrofits buildings annually. A top priority of the program is to upgrade all plumbing fixtures to the highest efficiency technology available.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

As part of the campus' response to the drought, a Water Working Group made up of the campus' primary water users was convened in 2014. Users proposed several water efficiency projects for their units, and over \$100,000 of funds were awarded for projects including increased metering, piloting autoclave water re-use systems in labs, and recycling sea water for marine mammal washings.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UCSC has incorporated these practices into the campus planning standards, excerpted here. Visit the URL for full document.

General Planting Selection:

- a. Planting areas outside building compounds should relate to the surrounding native plant community and utilize native plants, closely related species, or, in specific and limited locations, ornamentals successfully used on campus.
- b. Planting areas within building compounds should respond to the uses and functions of the buildings and spaces: providing sunny seating areas, shady resting areas,

colorful entries, and screening or buffers when necessary. Plant sizes should be chosen to assure long term adaptability to specific site locations.

c. Ground covers and vegetation shall be designed to minimize erosion.

3. Water Usage:

Selected plant species should be water efficient, requiring little or no irrigation, so as not to affect drainage and availability of water to existing native species, and to minimize water usage on campus.

4. Maintenance:

Plant materials should be selected for ease of maintenance so as not to require substantial pruning, leaf and litter collection, or pest control. Avoid large deciduous trees in interior courtyards that require substantial leaf collection.

5. Invasive plantings of non-native species should be avoided, to protect the natural floral diversity.

6. Fire Resistant Planting should be chosen in areas of high fire hazard such as within the chaparral plant community.

7. Deer Resistant Planting required

8. Lawn Areas:

a. Minimize lawn areas to conserve water usage on campus within a new building complex. (General lawn areas are to be specified according to each particular project program requirements.) When lawn areas are provided, provide a few larger areas of lawn, as opposed to many smaller patches of lawn, in order to minimize maintenance costs.

b. In layout of lawn areas and other specialized landscape areas, consider the ease of lawn mower or other maintenance equipment access to such areas.

9.

The Appendices contain a list of native plants, non-native plants, and grass mixes that have been observed to do well on campus. Deviations from this list must be submitted for approval.

A brief description of any weather-informed irrigation technologies employed by the institution:

UCSC Operates 26 of the major irrigation zones, including all recreational fields using centralized control with radio communication and RainMaster OASIS Advance Et. Rain Master's Advanced ET water management system provides the most sophisticated tool in the industry, tailored after the university accepted "water budget" method of irrigation. Advanced ET uses the latest scientific principles and methodologies, considering such factors: monthly plant crop coefficients, soil types, slope, precipitation, distribution uniformity, root zone depth, management allowable depletion, etc. to track the percentage of moisture maintained within the root zone on a per station basis. Central software automatically determines the proper frequency of application, run times, and water days, to insure that no runoff, deep percolation, or any form of water loss occurs. Equally important, the Rain Master system insures that your landscape obtains the right amount of water at the right time resulting in healthy robust plants.

Total accountability. In order for any system to be effective, the total water entering and leaving the root zone must be accurately measured. Accurate measurement of ET and rainfall is mandatory. Rain Master's weather center provides a direct method of measuring ET based upon one simple principle, evaporation. Because the central system utilizes water usage statistics obtained from the field satellite controller, precise accountability for all irrigation is possible. For example, if an automatic rain shutdown or wind shutdown should occur, lost irrigation will automatically be tracked and "made up" without any operator intervention. In a similar fashion, should any supplemental manual watering be performed, Advanced ET shall account for this by reducing the next scheduled irrigation cycle by the appropriate amount.

The remaining 80 independent irrigation controllers are updated manually based on run times calculated by the same et loss method using average monthly et.

A brief description of other water conservation and efficiency strategies employed by the institution:

ET based scheduling as per above. New systems are designed for maximum irrigation distribution uniformity. Old systems are retrofitted for maximum irrigation distribution uniformity. Systems are maintained for optimum performance. Central control systems have automatic leak detection and response. Manual system breaks and leaks are responded to rapidly. Landscape areas are mulched using ~3" of campus generated wood chip mulch wherever appropriate. Irrigation application complies with city drought restrictions when in effect.

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

<http://sustainability.ucsc.edu/topics/files/CSP%202013-16%20Water.pdf>

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Protection of water quality is mandated by the federal Clean Water Act, the state Porter-Cologne Water Quality Control Act, and other federal, state, and local laws, regulations, and ordinances. There are several regulatory documents detailing requirements specific to the campus. The most extensive of these is the campus Storm Water Management Plan. The UCSC Storm Water Management Plan details a wide range of specific activities to:

- educate the campus community regarding the role of storm water and how to reduce negative impacts on storm water runoff
- involve the campus public in storm water protection activities
- prevent unhealthy and illegal discharges
- manage storm water on construction sites
- design storm water protections into campus development and redevelopment
- protect storm water quality during campus operations and maintenance activities such as landscape maintenance, building maintenance, food facility operations, and university owned vehicle maintenance and washing.

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:

UCSC has stringent policies to regulate storm water management that must be in compliance with local municipality and California coastal environmental regulations. University policies address several areas including construction, building operations, custodial and other staff procedures, protection of wildlife, car washing procedures, and general education to the community.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

Yes. UCSC installed pervious concrete parking stalls as part of the Biomedical Building completed in 2012. We also have many areas around Campus that utilize pervious pavers. See the pervious pavement video on the

cleanwater.ucsc.edu

website.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

UCSC has many detention ponds. One of the newest detention ponds, located near Kerr Hall, was completed in 2012. See a photo on the

cleanwater.ucsc.edu

website under the ABOUT link.

A brief description of any bioswales on campus (vegetated, compost or stone):

On the main Campus we have Biofiltration ponds at the Cowell Student Health Center that were installed in 2011. At the Marine Science Campus we have vegetated swales/biofiltration areas located in the parking areas. The most recent one was installed in the Music Center detention basin in 2012.

A brief description of any other rainwater management technologies or strategies employed by the institution:

UCSC has a Low Impact Development (LID) Checklist required to be completed by all capital projects increasing impervious surface. One LID technique we use on all projects is to disconnect stormwater flows allowing the water to infiltrate into the surrounding landscape whenever possible. UCSC uses level spreaders at many locations to slow the rate of discharge and return the flow to sheet flow. This slower flow allows the surrounding environment to infiltrate the storm water. We have a tree box unit installed at the Biomedical building. It is designed to capture runoff from the loading dock and filter any pollutants before the stormwater is discharged. Campus Standard is insure the post-construction flow rate will not cause excessive erosion. One threshold for excessive erosion is discharge at 20 percent of the 2 year storm. We also have Campus Standards for stormwater volume reduction.

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

<http://cleanwater.ucsc.edu/>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Lacey Raak

Sustainability Director

PPC

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

New Programs or Initiatives

- Chancellor's Sustainability Challenge – The first Chancellor's Sustainability Challenge was focused on waste reduction. The Challenge resulted in over 700 personal pledges and led to the advancement of many infrastructure related projects including a zero waste collection model (which includes custodial collection of waste, recycling and compost), with a pilot at McHenry beginning in the fall. A comparison of 2011 and 2014 waste assessment results indicate a 12.3% reduction in food scraps and compostable paper and a 4.5% reduction in recyclable paper.
- Academic and Operation Connection for Sustainability/ Living Lab - Developed the first Sustainability Living Lab Map, which highlights places on campus where problem-based teaching, research and applied work combine to develop actionable solutions that improve sustainability of our campus and community.
- Academic Outreach and Engagement - Completed reporting on sustainability academics for the Sustainability Tracking, Assessment and Rating System and identified 339 classes that are sustainability focused or related offered in 17 departments and 111 faculty engaged in research that relates to sustainability. We have also conducted informal interviews with faculty from key departments to identify ways we might better promote and support sustainability research and teaching.

- Water - The SO created a student drought response team to work with stakeholders throughout campus and has also been a direct support to PPC staff in coordinating the water working group.

Existing Programs

Provost's Sustainability Internship (PSI) - In 2013-14 PSI supported 14 interns in 11 departments. A sample of the projects they worked on include:

- Created an academic plan for the Campus Natural Reserves and created new field activities
- Designed a catalog for environmentally preferred office supplies within the UCSC purchasing tool, CruzBuy
- Developed & delivered 9 hands-on sustainability workshops in the Program in Community and Agroecology (PICA)

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UCSC Green Labs

- Facilitated the development of a system wide Green Labs certification scorecard, based on UCSC's scorecard
- Certified Akeson and Forsberg Labs, both in Biomedical Engineering
- Developed and implemented a pilot lab glove recycling program in 20 labs. Based on this pilot, UCOP is considering entering into a system wide contract with Kimberly-Clark and TerraCycle to standardize the initiative

Sustainability Working Group Micro-grants – \$50,000 (an increase of \$20,000) was provided to 13 different projects representing seven of the sustainability working groups. A sample of the projects funded include:

- o Rainwater Harvesting at OPERS
- o Grassland Gird Monitoring
- o Walk to Class Challenge Day

Green Office Certification Program (GOCP) - The GOCP certified 10 offices throughout campus, involving over 150 staff in the assessment and behavior change program.

Zero Waste Team – The Zero Waste Team expanded the resources available for the planning and execution of zero waste events on campus. OPERS Fall Festival and the Edge of Eden music festival were the largest zero waste events on campus this year, with a combined total of nearly 12,000 attendees. Fall Festival diverted over 88% of the waste produced at the event from the landfill, and Edge of Eden diverted 75%.

Carbon Fund – The UC Santa Cruz Carbon Fund received 40 project applications (double from last year and more than any other year). Over \$140,000 was allocated to 23 projects that work to reduce the carbon footprint of both the campus and the Santa Cruz community.

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:

Executive Committee on Sustainability
(2013 Charge)

The Chancellor's Executive Committee on Sustainability and Climate Change (ECS) provides a forum for the Chancellor and Campus Provost/Executive Vice Chancellor (CP/EVC) to solicit advice and recommendations from senior campus leadership on implementation of policies and initiatives to integrate sustainability into instruction, research, public service, and campus life. On an annual basis, ECS [STARS Reporting Tool](#) | [AASHE](#)

synthesizes and monitors progress related to campus sustainability goals, commitments, and regulatory requirements. ECS advises the Chancellor and CP/EVC on ways to advance environmental quality within the context of economic viability, and social equity by incorporating sustainability campus-wide through organizational, operational, and behavioral transformation.

Areas of Focus: (Key Issues to be determined annually)

- Communicate a coordinated, and compelling vision to integrate sustainability as a deeply held value and a campus priority at UCSC, serving as a body for counsel and advocacy;
- Review and recommend implementation strategies, priorities, and new policies to help the campus meet its sustainability goals;
- Monitor and evaluate progress towards sustainability and climate goals in relation to regulatory requirements, UC policies, and campus objectives;
- Review and assess organizational structures, funding, accounting models, and other procedures, within the context of competing campus priorities;
- Advance strategies to encourage and stimulate a culture of cross-departmental engagement and collaboration to achieve sustainable outcomes;
- Support and celebrate the broad spectrum of faculty, staff, and student sustainability and climate initiatives.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Advisory to: Chancellor and Executive Vice Chancellor

Membership:

staff: Sustainability Director

Co-Chair: VP, Academic Affairs

Co-Chair: VC, University Relations

Academic Deans Representative

Academic Senate Representative Environmental Studies Representative

Associate Chancellor

College Provost

VC, Planning and Budget

VC, Business and Administrative Services

AVC/Dean of Students

AVC, Colleges Housing & Educational Services

AVC Physical Planning and Const/Campus Architect

Graduate Student Association Reps (2)

Student Union Assembly Rep (1)

Student Environmental Center Rep (1)

Provost's sustainability internship Program or Chancellor's Undergraduate Internship Reps (2)

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

<http://sustainability.ucsc.edu/governance/committees/executive>

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:

STARS Reporting Tool | AASHE

Creating a Culture of Sustainability

The Sustainability Office fosters a culture of sustainability at UCSC by actively engaging students, staff, faculty and community members through education, leadership development, institutional change and behavioral transformation. As a campus resource, the Sustainability Office provides information, tools, policy advice and facilitation for key sustainability plans and policies.

Goals of the UC Santa Cruz Sustainability Office

Institutionalize sustainability. Work proactively to integrate into the core responsibilities and daily activities of faculty, students, and staff.

Improve Environmental Performance / Manage the Campus Sustainability Plan. The Sustainability Office facilitated the drafting of UCSC's first Campus Sustainability Plan and continues to support the campus to refine, track, and implement goals and benchmarks for campus sustainability.

Create centralized communication, coordination, outreach, and education. Create a central space for coordination of campus sustainability activities and educational initiatives.

Reduce Greenhouse Gases and Plan for Climate Action. Work with faculty leadership, facilities staff, and administrators to finalize our Climate Action Plan.

Integrate sustainability into the classroom. Build bridges between operations and teaching and research to establish UCSC as a living, learning laboratory in which students can learn and apply sustainability principles and techniques.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

5

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Lacey Raak, Sustainability Director; Shauna Casey, Sustainability Program Manager; Elida Erickson, Sustainability Program Manager; Chrissy Thomure, Climate Action Manager; Melissa Ott, Sustainability Office Manager and Events Assistant

A brief description of each sustainability officer position:

The Sustainability Director manages the activities and budget of the Campus Sustainability Office, which has primary responsibility for fostering a culture of sustainability on campus; identifying, coordinating and serving as a catalyst for units and individuals who are implementing sustainability programs; and engaging with institutional leaders to foster sustainability broadly across campus units. The Director serves as a sustainability liaison for the campus with the Office of the President other UC campuses, local government, and community organizations. The incumbent serves as a campus spokesperson on sustainability issues.

Sustainability Program Managers - The Sustainability Program Manager develops, implements and monitors a wide range of short and long-term, campus-wide plans and projects related to sustainability. The Sustainability Program Manager is responsible for fostering a culture of sustainability on campus; identifying, coordinating and serving as a catalyst for units and individuals who are implementing

sustainability programs; and engaging with executive campus leadership, principal officers, faculty, staff and students to foster sustainability broadly across campus units.

Climate Action Manager - The Climate Action Manager works to ensure that the campus fulfills or exceeds relevant policies, commitments, and regulations such as the, the American College and Universities Presidents Climate Commitment, Assembly Bill 32, and the University of California Policy on Sustainable Practices and Climate Action Compact .The manager serves as a liaison for the campus with the UC Office of the President, other UC campuses, local government, and community organizations and works in a collaborative manner to develop productive relationships with campus and external constituencies in order to fill above job responsibilities.

Office Manager/Event Assistant - The Office and Events Assistant is responsible for coordinating and supporting staff and students on projects, programs and events for the UC – Santa Cruz Sustainability Office.

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

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

Sustainability Planning

Responsible Party

Lacey Raak

Sustainability Director

PPC

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	No	No
Health, Wellbeing and Work	No	No
Investment	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

UCSC will promote and support sustainability working groups in implementation of their education and outreach objectives while inspiring the entire campus community to learn about and engage in sustainable practices in order to make UCSC a model of sustainable behavior, living and practices.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Utilize the campus as a living laboratory in order to link the operational and academic aspects of the university.

Develop a web tool to show live sustainability data.

Provide assistance to develop internship positions for sustainability working groups.

Develop and promote educational videos for CSP topic areas.

Accountable parties, offices or departments for the Curriculum plan(s):

Sustainability Office

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

There is not a separate research plan - research is part of the over-all academic engagement

The measurable objectives, strategies and timeframes included in the Research plan(s):

There is not a separate research plan - research is part of the over-all academic engagement

Accountable parties, offices or departments for the Research plan(s):

Sustainability Office

A brief description of the plan(s) to advance Campus Engagement around sustainability:

UCSC will develop sustainability leadership among students, staff and faculty through curricular and co-curricular opportunities, as well as through campus communications. This will expand knowledge of and engagement in sustainable practices on campus.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Develop a strategic communications plan to publicize campus sustainability opportunities and progress.

Document and promote sustainability learning opportunities via curricular and co-curricular opportunities and through campus communications.

Integrate sustainability into campus tours and orientation activities.

Engage faculty to identify and implement strategies to support sustainability research and teaching.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Sustainability Office

A brief description of the plan(s) to advance Public Engagement around sustainability:

UCSC will develop sustainability leadership among students, staff and faculty through curricular and co-curricular opportunities, as well as through campus communications. This will expand knowledge of and engagement in sustainable practices on campus.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Develop a strategic communications plan to publicize campus sustainability opportunities and progress.

Accountable parties, offices or departments for the Public Engagement plan(s):

Sustainability Office

A brief description of the plan(s) to advance sustainability in Air and Climate:

UCSC is pleased to announce the kick-off of the Climate & Energy Strategy, a year-long study that will help the campus develop a roadmap for achieving carbon neutrality by 2025. The study will identify specific policy updates and energy efficiency, conservation and renewables projects- and their associated metrics- and then develop the most cost-effective, impactful suite of projects for achieving our goal.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

UCSC is pleased to announce the kick-off of the Climate & Energy Strategy, a year-long study that will help the campus develop a roadmap for achieving carbon neutrality by 2025. The study will identify specific policy updates and energy efficiency, conservation and renewables projects- and their associated metrics- and then develop the most cost-effective, impactful suite of projects for achieving our goal.

Accountable parties, offices or departments for the Air and Climate plan(s):

Sustainability Office, PPC, Physical Plant

A brief description of the plan(s) to advance sustainability in Buildings:

Overall goals for 2013–16 include measures to exceed UC Sustainable Practices Policy; pursuing NetZero on major capital projects; developing sustainability policies for small projects; research and piloting of innovative technologies; and continuing UCSC's

sustainability leadership. Step by step, by 2020, the campus will be established as a model of comprehensive “greening” in planning, design, construction, operation, and maintenance, and our built environment will serve as a “classroom” for sustainable living,

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Develop and implement internal guidelines and procedures to incorporate sustainability in renovation projects under \$5 million and other capital projects that do not fall under the purview of UC Sustainable Practices Policy III-A and V-A.
In addition to the requirements of UC Sustainable Practices Policy III-E and V-E, develop and implement internal guidelines and procedures to incorporate energy savings and sustainable practices in deferred maintenance and major repair projects.
Develop and implement internal guidelines and procedures to incorporate energy savings, sustainable practices, and green materials into planned maintenance and repair practices not included in campus’s LEED EB: O&M Master Site.
Partner with research entities on and off campus to explore new technologies (e.g., Electric Power Research Institute).
For each new major capital project assess the feasibility of achieving “Net Zero” energy use.
Create a pilot web-based tool that allows users to view operations information for three types of campus buildings (e.g., classroom, administrative, residence hall).
Identify, share, and acknowledge established sustainability practices that occur within facilities.

Accountable parties, offices or departments for the Buildings plan(s):

Sustainability Office, PPC, Physical Plant

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

In March 2012, UCSC signed the Real Food Campus Commitment, a nationwide student-based campaign promoting food sustainability on university campuses. Due to UCSC’s innovative food sourcing, the campus has already surpassed the Real Food goal of 20%, with more than 28% sustainable food purchases. The campus has set a 36% goal for 2016 and plans to reach 40% by 2020. In addition, 25% of UCSC’s fresh produce is certified organic (2012), with more than 50 percent of all fresh produce locally sourced. More than 85% of seafood served is certified by the Monterey Bay Seafood Watch Program. All Dining Services sites are now certified green, and the campus is promoting certification by vendor-operated facilities. The campus composts 100% of potentially compostable and biodegradable materials from dining operations.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Increase and sustain 36% real food purchases by 2016 across UCSC Dining Services.
Bring all contracted food locations to 20% real food by 2016.
Have at least two contract service vendors green business certified by Fall 2015.
Reduce overall food waste and composting tonnage by 10% of 2012 levels by 2016.
Develop residential waste diversion and composting education modules for all colleges by 2016.
Implement a pilot Lean Path training strategy in at least one dining hall by January 2014.
Establish an agro-ecology and food justice orientation program for new and transfer students by fall 2015.
Host 30 food agriculture educational events for students per year.
Establish and sustain experiential learning sites co-managed by students throughout the calendar year at all colleges by fall 2016.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Services, CASFS, Food Systems Working Group

A brief description of the plan(s) to advance sustainability in Energy:

Campus energy initiatives comprise projects from UCSC's Strategic Energy Partnership with PG&E, efforts by PowerSave Green Campus, the Green Labs and Green Office Programs, and student-led projects. Reducing greenhouse gas (GHG) emissions to 1990 levels by 2020 continues to be the campus's overarching vision, as mandated by the UC Policy on Sustainable Practices and California Assembly Bill 32. In 2013–16, UCSC will build on these accomplishments, further reducing the campus's carbon footprint through education and behavior change programs, as well as through energy efficiency, cleaner energy supply and technology, and expanded staff and fiscal capacity to effectively implement energy initiatives.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Develop and begin implementation of a prescribed curriculum for campuswide, energy-focused behavior change program, including development of educational videos, to support the execution of the 2013 Climate Action Plan.

Create consortium focused on energy research with specific goal of reducing energy use and GHG emissions through application of existing technologies.

Actively pursue funding opportunities to support four intern positions within staff departments to help accomplish energy initiatives by 2016.

Develop strategic energy plan for 2015-20 that reduces campus energy use by at least 15%.

Procure electricity for UCSC that has a Renewable Portfolio Standard (RPS) 15% higher than state required minimum (25%) by 2016.

Procure biogas that reduces the annual campus stationary combustion emissions to less than or equal to 20,000 metric tons by 2015.

Establish Green Revolving Loan Fund of at least \$250,000 by Fall 2013, with first applications received in Winter 2014.

Actively pursue funding opportunities to hire at least one full-time dedicated staff to work on energy efficiency in auxiliary units by 2015.

Identify permanent funding source to continue to employ staff currently funded by the Strategic Energy Partnership (SEP) by 2015.

Accountable parties, offices or departments for the Energy plan(s):

Sustainability Office, PPC, Physical Plant, CHES

A brief description of the plan(s) to advance sustainability in Grounds:

Goals and objectives for 2013–16 include increasing student engagement, better preserving the educational value of campus natural lands, enhancing protection of sensitive habitats and species, and broadening awareness of impacts to campus lands. Additionally, UCSC will complete key habitat management plans, increase watershed-focused restoration and reporting activities, and ensure appropriate management and monitoring of sensitive resources.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Support >150 student interns and >500 volunteers actively engaged with stewardship, ecological research, and environmental education projects on the main campus each year. Engage >5,000 students in >35 formal undergraduate courses annually in educational, research,

and/or stewardship activities on campus natural lands.

Assess and create tracking systems for campus natural land use to set a baseline of current use.

Actively pursue funding opportunities for permanent staff and operational resources to implement critical stewardship programs and initiatives that 1) support instruction and re - search; 2) support environmental compliance and protect sensitive species and habitats; and 3) enhance community safety and responsible enjoyment of campus natural areas.

Create and implement a Landscape Management Plan for UCSC's main campus that includes a Fire and Vegetation Management Plan (FVMP) and Invasive Species Management Plan (ISMP). These plans will implement effective habitat and sensitive species management and restoration and establish priorities for specific projects.

Accountable parties, offices or departments for the Grounds plan(s):

Sustainability Office, Physical Plant

A brief description of the plan(s) to advance sustainability in Purchasing:

Over the next three years, GPWeG will expand its education efforts to increase products flagged as EPP in CruzBuy, encourage use of 100% post-consumer waste (PCW) paper, expand EPP office supply purchases, and create and implement a life-cycle cost analysis tool for campus buyers. The group will identify and initiate one new ongoing communication avenue per quarter (through fiscal year 2015) and create a campuswide EPP awareness and adoption program. To better track supply chain sustainability efforts, GPWeG will develop a method for benchmarking suppliers' sustainability profiles, incorporating performance metrics that exhibit suppliers' progress toward more sustainable business operations. Our vision for UCSC in 2020 is a zero-waste community that incorporates life-cycle environmental impacts into product purchasing. New goods will be purchased only when necessary, with existing materials reused whenever possible.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Increase products flagged as Environmentally Preferable Products in CruzBuy by 5% from 2012 figure by end of FY 2016.

Identify competitive pricing for 100% post-consumer waste 8.5x11 white multi-purpose printing and copy paper to provide an incentive for increased campuswide use.

Increase EPP office supply purchases by 150% from 2012 figures by end of FY 2015.

Create and implement a life-cycle cost analysis tool for campus buyers by end of FY 2016.

Ensure Environmentally Preferable Product training is part of CruzBuy training and that responsibility for doing so is a stated performance objective for the CruzBuy help desk.

Use the Staff Human Resources Learning Management System platform to share Environmentally Preferable Product information.

Develop and utilize tool for benchmarking suppliers' sustainability profile by spring 2015.

Incorporate metrics that capture suppliers' progress toward more sustainable business practices and operations.

Accountable parties, offices or departments for the Purchasing plan(s):

Green Purchasing Working Group (GPWeG)

A brief description of the plan(s) to advance sustainability in Transportation:

The campus is committed to reducing vehicle trips and GHG emissions by expanding alternative fuel use, human-powered travel, and non-SOV commute modes. However, current funding models are inadequate to sustain campus transit services and subsidies of existing

commuter access programs, and do not support major transportation infrastructure improvements. Achieving UCSC's vision of a truly sustainable and fuel-efficient transportation system will require an effective funding model that integrates large-scale planning, public and private investments, and extensive educational outreach to promote changes in individual behavior.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Maintain average daily trips to UCSC main campus below levels defined by Comprehensive Settlement Agreement (CSA).
Reduce CO2 emissions from 2009–10 levels for campus fleet vehicles by 15%, excluding emissions from vanpools and campus transit.
Determine baseline for air travel emissions and set target reduction goals.
Decrease person-trips to and from main campus using SOV autos from 35% to 30% by 2016.
Determine baseline for on-campus travel modes by campus transportation survey and set target for future reductions.
Conduct research and pilot-test development of an alternate funding model based on transportation-related GHG emissions, parking, and transportation costs.
Develop internships or other educational links to academic interests related to transportation.

Accountable parties, offices or departments for the Transportation plan(s):

Transportation Working Group

A brief description of the plan(s) to advance sustainability in Waste:

UCSC aims to develop and implement campus-wide education, outreach and behavioral change initiatives to improve waste reduction practices among its community members. Identify and pursue opportunities for operational infrastructure improvements that will increase waste diversion.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Develop waste reduction training for campus staff utilizing the campus' online Learning Management System.
Create a centralized and comprehensive website link that clearly communicates recycling, composting, and waste disposal resources and locations across campus.
Develop formalized procedures for supporting, promoting, and tracking zero waste events 1 modeled on existing Catering Services practices.
Create tracking systems for all material streams and establish a centralized location for waste reduction data. Increase efficiency of current recycling, compost, and other resource recovery initiatives through the creation of a material processing facility on campus.
Explore opportunities to expand the current Dining Services compost collection infrastructure to serve a greater portion of the campus, including reporting on the viability of creating an on-campus or local composting facility.
Explore the viability of creating a location on campus where items can be traded and re-used among students, faculty, and staff across campus.
Evaluate the current fee structure and identify sustainable sources of funding to increase staff capacity for waste reduction education and material management.

Accountable parties, offices or departments for the Waste plan(s):

Sustainability Office, Physical Plant, Dining

A brief description of the plan(s) to advance sustainability in Water:

In pursuit of UCSC’s overall vision of sustainable campus water demand, the campus is developing model sustainable water systems, reducing consumption through education and outreach, and exploring non-potable sources. A key goal is to reduce average annual potable water use on the main campus. Additionally, the campus will continue research to identify and apply new technologies and improvements that reduce water consumption and/or increase efficiency. An important element of this ongoing effort will be student-directed programs that implement educational campaigns to promote behavioral change and reduce water consumption.

The measurable objectives, strategies and timeframes included in the Water plan(s):

- Initiate three pilot projects that explore and examine non-potable supply options by 2016.
- Increase water use efficiency by 5% through: 1) detecting leaks; 2) replacing old meters; 3) installing meters where necessary.
- Decrease weighted campus user demand by 5–10%.
- Develop and maintain a Water Action Plan that identifies the campus’s long-term strategies for achieving sustainable water systems.
- Develop a system to provide timely data and feedback on water use to the on- and off-campus community.
- Create and administer fundamental water management training for campus community utilizing Learning Management System by end of FY 2014.
- Incorporate water education into residential programs for new students

Accountable parties, offices or departments for the Water plan(s):

Sustainability Office, PPC, Physical Plant

A brief description of the plan(s) to advance Diversity and Affordability:

These are not currently included in the Campus Sustainability Plan, but are included in the Blueprint for Sustainable Campus and Campus goals and values

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Office for Diversity Equity and Inclusion

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

Responsible Party

Lacey Raak

Sustainability Director

PPC

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

There is not one clear governing body of UC-Santa Cruz, there is a shared governance structure between academics and administration. Via that system there are key committees. The Committee on Planning and Budget and the two education committees - The Graduate Council and the Committee on Education Policy are housed in the academic side.

The administrative side has the Committee on Planning and Stewardship (CPS), the Dean's Advisory Council and the Administrative Leadership Team. Of these three committees CPS has two undergraduate Representatives and one graduate representative.

The shared governance structure is also in place at the UC - Systemwide. The UC Academic Senate shares governance with the Board of Regents of the University of California in that it is charged with direct control over academic matters, including authorizing, approving, and supervising courses, conditions for admissions, certificates and degrees. Each campus's Academic Senate is a Division of the UC Academic Senate. In addition to their governance role in academic matters, on the Santa Cruz campus the Academic Senate makes recommendations, advises on campus administrative decisions, and coordinates academic program development with Campus Provost/Executive Vice Chancellor Galloway.

Student Union Assembly (SUA)- Committee on Committees - which identifies and appoints students to committees throughout campus. Each college also has representatives on SUA and all students are eligible to run for a position on SUA.

UCSC has shared governance with administration and academics. Students have varying levels of participation on these committees. Administration has authority over the budget (with input from academic committees and academics has authority over enrollment, academic planning etc.

There are two primary committees that oversees campus operations, planning and governance. The two Committees are the Committee on Education Policy (for undergraduate education) and The Graduate Council (for graduate education) and both committees have student representatives which are appointed by SUA (2 student Reps and for the Graduate Students they work with Graduate Student Association (3 of 9 positions are students). In addition, the Committee on Planning and Budget (CPB) advises campus administration on spending and resource allocation. CPB has 1 graduate and two undergraduate.

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:

The internal Vice Chair of the SUA works to place undergraduate students and the GSA works with their internal vice president.

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	---
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students have a role on the Committee on Planning and Stewardship and the two academic committees previously described (Graduate Council and Council on Educational Policy). In 2014 the campus underwent a strategic planning process. Students were formally invited to participate in the many listening sessions and to provide input on their goals and vision for the campus but students did not formally participate on the planning task force or the strategic planning committee.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through

direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff Advisory Board - open to all staff members by nomination (including self-nominations) for a three year term.

Staff Human Resources and Employee and Labor Relations works with represented staff.

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?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

There is not a formal governing body but based on the primary decision making bodies, there is not non-supervisory staff present.

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	---
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:

In 2014 the campus underwent a strategic planning process. Staff were formally invited to participate in the many listening sessions and to provide input on their goals and vision for the campus. Staff also formally participates on the planning task force.

Staff have varying levels of involvement in the establishment of new systems, policies, programs, etc.

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:

Academic Senate is a forum for all campus faculty, instructors, adjust to participate in the direction of the campus.

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:

Various members of faculty representatives on the relevant committees were appointed by Academic Senate.

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	---
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:

In 2014 the campus underwent a strategic planning process. Faculty were formally invited to participate in the many listening sessions and to provide input on their goals and vision for the campus. Faculty also formally participates on the planning task force.

Faculty have a significant level of involvement in the establishment of new systems, policies, programs, especially those related to academic policy.

The website URL where information about the institution's governance structure is available:

<http://cpevc.ucsc.edu/organization/shared-governance.html>

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

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:

Student + Employee: The Office for Diversity, Equity, and Inclusion advances the University’s teaching, research and service mission and commitment to excellence by working collaboratively with others throughout the institution to promote a campus climate that values diversity, equity and inclusion, and is free of bias and harassment.

Office initiatives and activities are designed to cultivate a climate in which all students, staff and faculty are treated fairly and able to thrive and succeed; and everyone including current affiliates, alumni, supporters and community members is welcomed.

Office staff members work to ensure that UC Santa Cruz is compliant with nondiscrimination and affirmative action policies and laws for staff and faculty, and all applicants and employees are afforded equal opportunity in employment.

<http://diversity.ucsc.edu/about/index.html>

Academic Employees: The Committee on Affirmative Action and Diversity (CAAD) studies and makes recommendations on affirmative action policy and campus diversity. CAAD is especially concerned with diversity for academic personnel and academic programs. CAAD studies and advises on issues of faculty mentoring and retention and campus climate, working closely with campus diversity officers. CAAD also reviews departmental requests for waivers of open recruitment/spousal hires and “target of excellence” hires. CAAD meets every other week.

<http://senate.ucsc.edu/committees/caad-committee-on-affirmative-action-and-diversity/>

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

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

A brief description of the cultural competence trainings and activities:

The Office for Diversity, Equity, and Inclusion offers training that promotes career development, academic and staff employee retention, and provides diversity and compliance education. We seek to educate academic and staff employees about best practices aimed at creating an environment that values diversity and inclusion, is free from bias, and in which all employees are able to succeed.

Building an inclusive environment that promotes diversity and inclusion requires the active participation of everyone on campus. The Diversity and Inclusion Certificate Program consists of nine courses (seven core courses and two electives) providing a valuable professional development opportunity at no cost to employees or employee units. The Program is designed to offer participants an in-depth examination of diversity and differences in order to gain a greater understanding of how we can and why we should work together to build a stronger and more inclusive UC Santa Cruz community. Participants will gain valuable knowledge and skills that will enable them to more effectively and enjoyably work and lead in a multicultural, diverse environment.

Participants who complete all seven core courses and two elective program courses within two years qualify to receive a certificate of completion. Individual courses are also open to those who are not pursuing a certificate; individuals do have the option to take courses based on their own interest.

The courses range from two to three hours and will be taught by various internal and external instructors in different formats. The core courses are offered at least twice during the academic year while the elective courses are offered once.

NOTE: A new core course requirement was added to the 2014-15 program. Only new participants who are enrolling in the program for the first time are required to complete this additional core course to receive a certificate of completion.

Core course topics include:

NEW! Historical Overview: Power, Privilege and Oppression

Overview of Diversity, Retention & Inclusion: Successes and Challenges at UCSC

Understanding Race, Ethnicity & National Origin

Lesbian, Gay, Bisexual, Transgender (LGBT) Issues in the Workplace & Beyond

Communicating Across Generations

Developing Diversity Change Agents

Disability 101

Elective course topics include:

Fair Hiring (online)

Understanding Religious Beliefs & Believers

Troops to College

Coming to Terms with our Differences

Speaking Up to Bias

Increasing Our Intercultural Proficiency in Working with UCSC's International Students & Scholars

Cultural Competency for Supervisors: Managing a Diverse Workforce

NEW! Examining Micro-aggressions and their Impact on Campus Climate

NEW! Raising Your CQ (Cultural Intelligence)

The website URL where information about the cultural competence trainings is available:

http://diversity.ucsc.edu/training/certificate_courses.html

Assessing Diversity and Equity

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

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
-

"---" 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) :

In 2011, the Chancellor's Advisory Council on Campus Climate, Culture and Inclusion, the Office for Diversity, Equity, and Inclusion and Institutional Research and Policy Studies sponsored a campus-wide climate study for undergraduate and graduate student surveys.

The study's main goals are to evaluate the university's existing culture and institutional support of all members of our campus community, and to provide valuable information for improvement of everyday practices, policy decisions and other community-building efforts. The surveys include questions on campus-wide climate for diversity and inclusion.

Starting in fall 2012 and continuing through spring 2013, the University of California conducted a UC systemwide study about campus climate. The first phase involves a survey to collect input from the entire UC community about the learning, living, and working environments for students, faculty, and staff. At Santa Cruz, this phase of the study occurred between January 16 and February 20, 2013.

In the second phase, the University will use the study findings to inform strategic initiatives and action plans, and to enhance policies and programs that foster a more welcoming, inclusive, and healthy campus climate. The study results became available March 2014 on the [STARS Reporting Tool](#) | [AASHE](#)

UC-wide campus climate study website.

For more information please visit:

<http://campusclimate.ucop.edu/index.html>

Process and next steps for developing actions and initiatives based on survey findings

These exceptional programs and partnerships combined with the existing data from the UCSC Diversity and Community Building Study have given UC Santa Cruz the necessary momentum to continue with efforts to promote a healthy campus climate and implement specific action items based on the findings from the University of California systemwide campus climate survey. The UCSC representatives from the Campus Climate Survey Systemwide Work Team (SWT) will analyze the data and work closely with the Chancellor's Advisory Council on Campus Climate, Culture and Inclusion, which has about 50 members comprised of faculty, students, staff, alumni, administrators, and community members, to identify important issues highlighted in the climate survey beginning in spring 2014. The ACCCCI will be engaged in the implementation process by forming subcommittees that partner with other campus constituents as appropriate to effectively develop an action plan to address key survey findings with implementation by winter 2015.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Prior to the systemwide campus climate surveys, UCSC administered the UCSC Diversity and Community Building Study in 2011 to evaluate the campus' existing culture and institutional support of all members of the campus community, and to provide valuable information for improvement of everyday practices, policy decisions, and other community-building efforts. Both undergraduate and graduate students participated in the study's surveys, which included questions on campus-wide climate for diversity and inclusion. Recommendations based on graduate survey findings were formulated and implemented in the past academic year. UCSC is finalizing the recommendations for the undergraduate survey, which will be presented to the ACCCCI for approval later this academic year.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Please see above - part of the Campus Climate Survey.

Also, "Consistent with its status as a federal contractor, the University undertakes affirmative action for minorities and women, for persons with disabilities, and for covered veterans."

<http://policy.ucop.edu/doc/4010392/PPSM-14>

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):

Chancellor Blumenthal's Commitment to Diversity:

At UC Santa Cruz, diversity is an integral part of our mission to teach, discover, and serve.

Diversity enriches everyone by ensuring that students, staff, and faculty engage with people who bring different sets of experiences, values, and views to the classroom, the laboratory, the art studio, and the dining hall. UCSC serves as an important testing ground—a place where personal experience trumps stereotypes and where diversity accelerates our pursuit of excellence.

Diversity and inclusion help bring UCSC's Principles of Community to life by contributing to an open, purposeful, caring, just, disciplined, and celebrative campus climate. Our programs support the identities and aspirations of every student, staff member, and academic employee. Our goal is to build a community where each person enjoys a sense of belonging, where each person can be heard.

As chancellor, I am committed to furthering the cultural and social diversity of our campus community and to cultivating an inclusive campus climate. But diversity at UCSC is not a top-down initiative. Rather, it is interwoven into the fabric of the campus, a responsibility shared by all for the benefit of the entire community.

As a public university, UCSC is obligated to reflect the full range of people and cultures that make up the state of California. But it's not just duty or obligation that fuels our commitment. We are motivated by a desire to make society more equitable and to enhance opportunities for all.

In higher education, we are developing the leaders of tomorrow, people who will be active in all sectors of society and the world. With my full support, UCSC will continue building a diverse community and fostering a climate of inclusion in which all will thrive.

Chancellor's Advisory Council on Campus Climate, Culture and Inclusion:

At the March 2010 Regents' meeting, President Yudof pledged to take steps to directly address campus climate issues that leave students feeling marginalized; to promote the identification and sharing of best practices that promote diversity and tolerance; to monitor progress on the campuses; and to provide effective oversight.

The President appointed a systemwide Advisory Council on Campus Climate, Culture and Inclusion and asked each campus Chancellor to chair and appoint a multi-constituency Council to advise the Chancellor and, as appropriate, the campus community.

Chancellor Blumenthal has appointed a campus Advisory Council on Campus Climate, Culture and Inclusion that includes faculty, staff, students, community members and alumni.

The charge of the UCSC Council is to:

Monitor and evaluate the progress of UCSC in creating conditions of climate, culture and inclusion that will best support the mission of the University and provide equal opportunities to all UCSC students, faculty and staff.

Identify, evaluate and share “promising practices” in efforts to create a welcoming and inclusive campus climate—looking broadly at other institutions, both public and private, inside and outside higher education, across the state and the nation.

UCSC Principle of Community:

The University of California, Santa Cruz is committed to promoting and protecting an environment that values and supports every person in an atmosphere of civility, honesty, cooperation, professionalism and fairness.

UCSC expects that every campus member will practice these Principles of Community.

We strive to be:

Diverse: We embrace diversity in all its forms and we strive for an inclusive community that fosters an open, enlightened and productive environment.

Open: We believe free exchange of ideas requires mutual respect and consideration for our differences.

Purposeful: We are a participatory community united by shared commitments to: service to society; preservation and advancement of knowledge; and innovative teaching and learning.

Caring: We promote mutual respect, trust and support to foster bonds that strengthen the community.

Just: We are committed to due process, respect for individual dignity and equitable access to resources, recognition and rewards.

Disciplined: We seek to advance common goals through reasonable and realistic practices, procedures and expectations.

Celebrative: We celebrate the heritage, achievements and diversity of the community and the uniqueness and contributions of our members.

We accept the responsibility to pursue these principles in an atmosphere of personal and intellectual freedom, security, respect, civility and mutual support.

UCSC is committed to enforcement of policies that promote the fulfillment of our principles of community. These policies include but are not limited to: University of California Personnel Policies for Staff Members; applicable University Collective Bargaining Agreements; Academic Personnel Manual O15-University of California Policy on Faculty Conduct and the Administration of Discipline; UCSC Policy on Student Conduct and Discipline; UCSC Policy on Sexual Assault and UC Policy on Sexual Harassment; UCSC Hate Bias Incident Policy. For further information or inquiries, contact the Directors of Academic and Staff Human Resources; Director of EEO/Affirmative Action Office; Director, Student Judicial Affairs; Sexual Harassment Officer; and Campus Ombudsman.

The UCSC Principles of Community statement was developed under the aegis of the Campus Welfare Committee, with broad campus consultation, and was endorsed by the Provost's Advisory Council and the Chancellor in June 2001.

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

<http://diversity.ucsc.edu/diversity/acccci.html>

Support for Underrepresented Groups

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

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.

"---" 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:

UCSC houses many student-initiated and institution-sponsored organizations, focused on supporting and promoting dialogue and awareness around the needs of a diverse population of underrepresented students. This includes the African American Resource Center, Chicano Latino Resource Center, MeCHA, Disability Resource Center, American Indian Resource Center, Asian American Pacific Islander Resource Center, African American Resource Center, the Cultural Arts and Diversity Center, Rainbow Theater, Lionel Cantu Queer Center, and the Women's Center (just to name a few). There are also special-themed Greek organizations to represent different groups. To provide details on one particular program that is unique to UCSC, Rainbow Theater was established in 1994 with a mission to create unity, higher visibility and understanding of various cultures within our communities. The goal is to foster the spirit of unity by breaking down cultural walls, providing an outlet for creative talents of various ethnic communities by giving voice, promoting dialogue as well as celebrating diversity and fostering communities.

The website URL where more information about the support programs for underrepresented groups is available:

<http://diversity.ucsc.edu/>

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:

UCSC's Hate/Bias Response Team reviews all hate/bias incident reports and the appropriate member(s) will contact the reporter/victim, if this is desired, to provide support and offer referral to services. If enough information is provided in the report, the appropriate team member(s) will address hate/bias incidents as they are related to students, faculty and/or staff.

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias. In keeping with the UCSC Principles of Community, we expect students and their guests to refrain from any acts or behaviors that are directed at other members of the campus community, and that result in unlawful discrimination, harassment or bias for an individual or group, and/or that substantially disrupt University operations or interfere with the rights of others. The campus does not seek to limit freedom of speech but rather strives to ensure that all members of the campus community are able to participate in University programs and activities to the fullest extent possible.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://reporthate.ucsc.edu/index.html>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Elida Erickson

Sustainability Coordinator
Sustainability Office

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:

President's Postdoctoral Fellowship Program

The Program 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, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California.

Contributions to Diversity and Equal Opportunity

These contributions may include public service addressing the needs of our increasingly diverse society, efforts to advance equitable access to higher education, or research focusing on underserved populations or understanding inequalities related to race, gender, disability or LGBT. 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 groups historically underrepresented in higher education.

Hiring & Recruitment

All faculty hiring committees must have a person designated as the "Diversity Liaison", who help ensure that fair hiring policies and best practices are followed throughout the search. Fair hiring training is required for the search chair and the Diversity Liaison, and the full committee is invited to the training. The search committee is provided information on writing job descriptions and advertisements to be

inclusive and to encourage applicants who can contribute to the diversity of the campus, and a statement of diversity is encouraged of all applicants. Funding is provided for strategic advertising to build pool diversity, and committee members are instructed to perform a large amount of outreach to obtain a diverse pool. The pool diversity is monitored at each stage of the search process, with an expectation of having similar demographics to the graduating PhDs in the field; if a pool has many fewer women than expected, the search can be suspended until additional outreach has been done to diversity the pool (this has happened on our campus). The selection process is based on the advertised criteria, which include contributions to diversity in research, teaching, and service, per university policy. All tenure/tenure-track faculty hiring must go through an open search unless a waiver is approved, and the three types of waivers are all designed to help improve diversity: Presidential Post-doc hiring (hiring of alumni from the UC systemwide post-doc program that awards post-docs to scholars contributing to diversity), Target of Excellence hires (one of the key criteria is contributions to diversity, in addition to outstanding achievement in the field), and Partner Hires (which have been found to be disproportionately important for female faculty). Once here, development is assisted by our Mentoring Program for Faculty, as well as our Diversity and Inclusion Certificate Program. Ongoing salary and promotion review criteria explicitly includes contributions to diversity in research, teaching, and service.

The University of California Systemwide Committee on the Status of Women addressed the systemwide need for additional professional development for women and the need for additional lactation facilities.

Systemwide Advisory Committee on the Status of Women (SACSW):

<http://sacsw.universityofcalifornia.edu/>

The website URL where more information about the faculty diversity program(s) is available :

<http://www.ucop.edu/acadadv/ppfp.html>

Affordability and Access

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

Student demographic data and retention rates can be found at this website:

[http://planning.ucsc.edu/irps/Enrollmt/retain/2014_15/Frosh\(2014-15tables\).pdf](http://planning.ucsc.edu/irps/Enrollmt/retain/2014_15/Frosh(2014-15tables).pdf)

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

All student complete the FAFSA requirements. Low-income students are likely to receive larger amounts of grants and aid.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Educational Opportunities Program: Provides a variety of academic and personal support programs designed to improve the retention and academic success of first-generation, low-income, or educationally disadvantaged college students. EOP serves to enhance undergraduate experiences by helping students acquire the skills to prepare for graduate programs, professional school, and future leadership roles.

<http://eop.ucsc.edu/>

A brief description of the institution's scholarships for low-income students:

UCSC Undergraduate Scholarships

All students, both entering and continuing, will be automatically considered for UCSC Scholarships based on their admissions application and/or academic record. Scholarships do not have to be repaid!

Campus Merit Scholarships are awarded to students in recognition of both academic achievement and demonstrated financial need. These scholarships are renewable and pay from \$500 to \$1,500 per year. Renewal is dependent on full-time enrollment and maintaining a cumulative GPA of 3.0 or higher.

Restricted Scholarships are awarded from funds donated to the campus by benefactors of the university. A variety of restricted scholarships are available which recognize special attributes such as county of residence, academic majors, special interests, and family background.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Information includes brochures and trainings as well as counseling when needed.

<http://financialaid.ucsc.edu/forms-resources/brochures%20guides/Your%20Guide%202011-12.pdf>

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The Educational Partnership Center coordinates the student academic preparation efforts of the University of California, Santa Cruz with the goal of increasing access and opportunity to postsecondary education for students across the Monterey Bay and Silicon Valley/San Jose regions. Our focus is on helping underserved students in our region reach and succeed in college.

Through six vital programs and with support from federal and state funding, we provide an array of direct services which support students on the college-going pathway through tutoring, mentoring, academic planning and counseling, leadership training, test preparation, college awareness and enrichment, and teacher professional development.

Engaging Education (e²) is a Student-Initiated Outreach and Retention Center for student engagement and academic excellence. It is a supportive and dynamic space for programming that addresses the low rates of recruitment, retention and graduation that historically under resourced communities face within higher education. To build a foundation for students to grow and engage in grassroots organizing, student activism, community building both inside and outside the university and understanding of legacies of social justice struggles, e² partners with the University of California community to provide a purposeful, transformative and relevant educational experience for all students.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Information includes brochures and trainings as well as counseling when needed.

<http://financialaid.ucsc.edu/forms-resources/brochures%20guides/Your%20Guide%202011-12.pdf>

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

The passage of California Dream Acts — AB 130 and AB 131 — extend eligibility for certain types of institutional and state aid to students, including undocumented students, who qualify for benefits under another California law — AB 540 — which exempts students from paying non-resident supplemental tuition. We refer to our students as "Dreamers". The Financial Aid Office and UC Santa Cruz are highly committed to the success of Dreamer students, and are proud of the many Dreamers who have been selected to join our campus. Beyond financial resources, we offer many support programs and a support advocacy group for our dreamers. If you are not eligible to receive aid by submitting the FAFSA and you meet the AB540 criteria, submit the The Dream Application now for 2012-13 benefits. Eligible students will be offered UC Santa Cruz Scholarships for fall 2012 and UC Santa Cruz Grants for winter and spring of 2013. In 2013-14, students will also be able to eligible to apply for state Cal Grants.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

No

A brief description of any scholarships provided specifically for part-time students:

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:

A brief description of other policies and programs to support non-traditional students:

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	43
The graduation/success rate for low-income students	77.60
The percentage of student financial need met, on average	75.40
The percentage of students graduating with no interest-bearing student loan debt	18.30

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://financialaid.ucsc.edu/index.html>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Lacey Raak

Sustainability Director

PPC

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:

3,910

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

3,910

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

UCSC complies with federal or state laws governing employee compensation.

Background on Collective Bargaining at UC

The Higher Education Employer-Employee Relations Act

The Higher Education Employer-Employee Relations Act (HEERA) is the state law that authorizes and regulates collective bargaining between the University of California and the labor organizations that represent UC employees. The complete text of the law is available on the web at

<http://www.perb.ca.gov/laws/HEERA.aspx>

The Public Employment Relations Board (PERB) administers HEERA. PERB conducts representation elections and investigates and makes decisions regarding Unfair Labor Practice charges filed by employees, labor organizations and the University.

The law protects employees from reprisals, discrimination, coercion or interference with their exercise of HEERA rights, including the right to form, join and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations and for the purpose of meeting and conferring over those matters. Employees also have the right to refuse to join employee organizations or to participate in the activities of these organizations. Employees cannot, however, refuse

to pay an agency fee (fair share) in lieu of paying membership dues.

Employees who are managerial or confidential within the meaning of HEERA, and some student employees, are excluded from the law's coverage. Supervisory employees have some rights to union representation under HEERA; however, the law prohibits collective bargaining of supervisors' terms and conditions of employment.

History of Collective Bargaining at UC

Under HEERA, a bargaining unit is a group of titles with a sufficient "community of interest" (e.g. similar working environment, occupational category, level of education) that a union can reasonably represent the employees in the unit - particularly the negotiation of the employees' terms and conditions of employment.

After the enactment of HEERA in 1979, PERB made a number of determinations about appropriate units at the University of California and conducted representation elections. The current contract for each bargaining unit is available on UCnet (link is external). HEERA prohibits the University from negotiating directly with represented employees ("direct dealing") or consulting with any academic, professional or staff advisory group on any matter within the scope of representation.

The Negotiation Process

HEERA requires that in negotiating contracts the parties engage in good faith negotiations to try to resolve their differences and to attempt to achieve a signed contract. In the event the parties cannot reach agreement, HEERA provides intervention through an impasse procedure. This procedure includes mediation and fact-finding. If mediation fails, the mediator can elevate the issues to fact-finding. In the fact-finding process, the parties present their respective positions on the unresolved issues that are designated by law as mandatory subjects of bargaining to a three-member fact-finding panel. The panel issues recommendations for resolving the differences between the parties. At the conclusion of fact-finding, if the parties cannot reach agreement using the fact-finder's recommendations the recommendations become available to the public.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

3,910

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

At UCSC the [Human Resources Compensation Unit] conducts and participates in a number of compensation surveys to obtain market data for the majority of occupations found at UCSC. The surveys range from local to national markets and include specific jobs and major occupational groupings. Surveys include a number of well-defined (benchmark) jobs in the market that are matched to similar jobs in the University.

Labor market analysis is the process of:

Identifying the appropriate labor market for various types of positions.

Surveying the market to determine the salaries that are being paid for like positions. Identifying market trends such as: ancillary pay, and [STARS Reporting Tool](#) | [AASHE](#)

merit and pay practices.

Establishing, adjusting, and/or recommending salary changes and/or structures for staff positions. Consulting with management on their workforce needs.

Labor Market Analysis at UCSC

Labor market analysis is a five part process to:

Identify the area within which employers are competing for labor.

Conduct or participate in market surveys within the labor market to determine the salaries being paid for specific positions. Work with management to validate the market areas, market competitors, and job matches (benchmarks).

Identify market trends such as: ancillary pay, merit and pay practices.

Establish, adjust, and/or recommend salary structures that will allow the University to effectively compete for staff within specific classification levels or grades.

The results of market survey analysis, recruitment and retention indicators, availability of funds, and internal equity/alignment issues are all considered in establishing or adjusting salary ranges. These factors are of equal importance when used by managers in making individual pay adjustments. In response to proposals to improve our classification and pay systems, refinement and fine-tuning of our survey methods, identification of appropriate labor markets and market trends, and solicitation of feedback from managers will be an on-going process at the University of California, Santa Cruz.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

At UCSC, 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.

UCSC 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 \$9.00/hr.

Federal Minimum Wage = \$7.25/hour

California State Minimum Wage = \$9.00/hour*

UC [CAMPUS] Minimum Wage for Student Assistants = \$9.00/hour

UCSC's purchasing contracts stipulate that contractors must pay their employees minimum wage.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Federal Minimum Wage = \$7.25/hour California State Minimum Wage = \$9.00/hour* UCSC Minimum Wage = \$9.00/hour

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Federal Minimum Wage = \$7.25/hour California State Minimum Wage = \$9.00/hour* UC SC Minimum Wage = \$9.00hour

TransAccess Manpower, Randstad offers:

- Competitive salaries
- A variety of assignments and locations - UCSC
- Opportunities for skill enhancement

Employees may be eligible for University benefits including:

- Medical Insurance
- Life Insurance
- Legal and Tax-Savings Programs
- Exposure to career opportunities with the UCSC System. Many TES employees find career employment with UCSC.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

UCSC has academic salary scales for all levels of academic personnel. The scales can be found here:

apc.ucsc.edu

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

UCSC has academic salary scales for all levels of academic personnel. The scales can be found here:

apc.ucsc.edu

The local legal minimum hourly wage for regular employees:

9 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?:

No

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://compensation.universityofcalifornia.edu/>

Assessing Employee Satisfaction

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

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:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A University of California system-wide Campus Climate survey administered to all faculty, staff, and students included surveying 430,000 individuals. The study involved two major phases. The first involved gathering data gathering from a population survey, phase two will include development of a strategic initiatives and action plans.

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 will use the study findings to inform strategic initiatives and action plans, and to enhance policies and programs that foster a more welcoming, inclusive, and healthy campus climate.

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://survey.ucsc.edu/>

Wellness Program

Responsible Party

Pat Goff
Director
Environmental Health & Safety

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The Employee Wellness Program provides Wellness opportunities for UCSC employees to improve and maintain their personal health and wellness.

Employees also have access to the Employee Assistance Program (EAP) for counseling support -<http://shr.ucsc.edu/benefits/eap/>

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

<http://wellness.ucsc.edu/index.php/employee-wellness.html>

Workplace Health and Safety

Responsible Party

Pat Goff
Director
Environmental Health & Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

Submission Note:

The FTE figures for this category include BOTH staff and student employees. (Students have been removed in all other categories to avoid double-counting).

"---" 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	0	0
Full-time equivalent of employees	4,544	4,489

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

A brief description of when and why the workplace health and safety baseline was adopted:

This was the furthest back we were able to find records of historical data.

A brief description of the institution’s workplace health and safety initiatives:

Monthly injury review, inspections, outreach and training both scheduled and on request, policies and programs reflecting ISEM concepts in various activities, developing new programs meeting changes in regulations or best practices, piloting trials of equipment and providing funding to correct safety hazards, improve working conditions, and ensure safe alternatives are available to employees, unit audits and consulting services, hazard report response and investigation, project review and active intervention when necessary, communication liaison with regulatory agencies.

The website URL where information about the institution’s workplace health and safety initiatives is available:

<http://ehs.ucsc.edu/programs/safety-ih/index.html>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Lacey Raak
Sustainability Director
PPC

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

[STARS Reporting Tool | AASHE](#)

Responsible Party

Lacey Raak

Sustainability Director

PPC

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

8,300,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	50,000,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Investments 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:

[STARS Reporting Tool | AASHE](#)

The sustainable investment policy:

NA

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:

NA

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

The UC Regents have two social responsibility policies that impact investment decisions for any investment held in our investment pools. Regent Policy 6301: POLICY TO EXCLUDE SECURITIES OF COMPANIES MANUFACTURING TOBACCO PRODUCTS FROM INDEX FUNDS AND TO CONTINUE EXISTING EXCLUSION FROM ACTIVELY MANAGED FUNDS

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

Regents Policy 6302: POLICY ON DIVESTMENT OF UNIVERSITY HOLDINGS IN COMPANIES WITH BUSINESS OPERATIONS IN SUDAN

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

Approximate percentage of the endowment that the negative screens apply to:

100

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Yes, the University has engaged in proxy voting that promotes sustainability during past three years through the use of policy guidelines. The UC Regents Proxy Voting policy guidelines are made public:

http://www.ucop.edu/treasurer/_files/invpol/App_4-8_UCRP-GEP_IPS.pdf

The University's proxies are managed and voted by a third party service provider using their SRI proxy voting guidelines:

http://www.issgovernance.com/file/2014_Policies/2014ISSSRIUSAGuidelines.pdf

&

http://www.issgovernance.com/file/2014_Policies/2014SRIInternational.pdf

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

NA

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:

Investment Disclosure

Responsible Party

Lacey Raak
Sustainability Director
PPC

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:

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

Responsible Party

Lacey Raak

Sustainability Director

PPC

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:

A brief description of the innovative policy, practice, program, or outcome :

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

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	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

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:

The website URL where information about the innovation is available :

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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