University of San Diego

The following information was submitted through the STARS Reporting Tool.

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

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.

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Student Sustainability Educators Program

Responsible Party
Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

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

Total number of degree-seeking students enrolled at the institution:
8,105

Program name (1st program):
Be Blue Go Green (BBGG)

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
8,105

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

BBGG club has programs where students educate the USD students through programs and events on campus and in the community. This advocacy group builds awareness and knowledge of sustainability issues and engages with other students to make a change. Outreach includes tabling in front of the University Center, holding free events and programs on campus, and creating and distributing educational materials to the Residence Halls and around campus.

A brief description of how the student educators are selected (1st program):
When we first established the BBGG club, student members were required to fill out a short application of their interest in the club. Currently, student members are selected on voluntary basis, however the Leadership Team within the club goes through an application and interview process. This process ensures that the students leading the other student members are capable of the responsibilities and duties necessary for compliance and inclusion on campus.

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

A yearly retreat is held during the school year based on team-building and knowledge around the various topics advocated for on campus. Weekly meetings are also held throughout the semester that educate the student members on the issues facing the campus and the students brainstorm on best practices to educate the student community.

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

None. This is completely student run. However the student government, Associated Students, provides funding for lunch and some funding for marketing and educational materials for student participants.

**The website URL for 1st Program:**

http://sites.sandiego.edu/sustainability/be-blue-go-green/

**Program name (2nd program):**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):**

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

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

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

---

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

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**The website URL for 2nd program:**
Program name (3rd program):

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):

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

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

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

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

The website URL for 3rd program:

Program name (All other programs):

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):

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

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

A brief description of the formal training that the student educators receive (All other programs):
A brief description of the staff and/or other financial support the institution provides to the program (All other programs):

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The website URL for all other programs:

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Student Sustainability Outreach Campaign

\[\text{Responsible Party}\]

Paula Morreale  
Sustainability Coordinator  
Office of Sustainability

\[\text{Criteria}\]

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

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

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):

The Changemaker Challenge; Dorm Energy Metering

A brief description of the campaign(s):

The USD Changemaker Challenge (formally One Challenge) is an annual student competition, with the theme chosen each year by students. The 2013 theme was “Wasteful Production and Consumption”. Each participant recorded and submit a 2 minute video which included:

1. What is the idea to address the challenge?
2. How does the idea contribute to address the challenge?
3. How is the idea feasible? Is it actionable?
4. What is the expected impact of the idea? How will it make a difference?

10 finalists were announced on April 10, 2013 and the winner was judged by public voting based on the impact, impact measurability and practicality of the projects. The 2014 theme is “Food for Life”, which calls upon participants to answer the questions: what are our ideas for more sustainable ways of food production and consumption? How can we reduce food waste? How can we promote healthy eating?

The Office of Sustainability in partnership with Residential Life also sponsors a program to measure energy usage in the Alcala Vistas Apartments, a sophomore residential housing area. Each apartment in the Palomar Building is metered and a student intern carries out weekly meter readings and publishes them to the residents identifying each apartment by a code known only to its residents. Thus, while not being able to identify names, students can see where their usage stands compared to their peers and provides data to conserve energy. Tips include energy and water conservation, such as limiting turning off light switches and phantom power, reducing shower times, and utilizing natural light instead of electricity. This is a recent initiative (implemented Fall 2012) and thus savings have not yet been identified, however, this serves as an educational exercise to build awareness and create behavior change.

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

The Changemaker Challenge unites the entire campus community around one topic and encourages all students and staff to come up with creative ideas on how to address the topic on campus and in the community. Numerous events and festivals are held throughout both Fall and Spring semesters, educating students on the decided topic. In 2013 there were more than ten events reaching more than 900 students. For the 2014 theme there have been five events so far already reaching almost 200 students. The workshops and the Challenge itself are a chance to engage and educate students and help them think about these issues in a creative and solvable way.

The Dorm Energy Metering program data has shown trends toward student residents decreasing their energy usage. Tips are emailed and posted to the student residents on a weekly basis, showing their week-to-week energy usage. This campaign is a great opportunity to engage with on-campus residents and encourage them to connect with their resources to conserve and reduce their usage.

The website URL where information about the sustainability outreach campaign(s) is available:

http://sites.sandiego.edu/changemaker/one/
Sustainability in New Student Orientation

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

This includes sustainability tours included as part of the orientation programs, introduction to USD’s Solar panel systems for generating renewable energy, the Electronics Recycling Center, as well as recycling initiatives.

USD is committed to a Green Move-In experience. Gently used items are collected in the residence halls at the end of each year to be either sold back or donated in September. These items are available for purchase at the Electronics Recycling Center.

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

http://www.sandiego.edu/orientation/freshmen/resources.php#section3
Sustainability Outreach and Publications

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

The Office of Sustainability website includes information about all of the University's institutional and student run sustainability initiatives, as well as information to help students and employees to be more sustainable.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://sites.sandiego.edu/sustainability/
Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:
Monthly newsletter keeps the campus community updated about sustainability related news such as events and initiatives.

The website URL for the sustainability newsletter:
http://sites.sandiego.edu/sustainability/newsletter/

Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:
The Sustainability website includes information on student research about sustainability. SEED Grants are also available each year to students, staff, and faculty to fund sustainability-related research. The finding of this research are presented on the website.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://sites.sandiego.edu/sustainability/student-research/

Does the institution have building signage that highlights green building features?:
Yes

A brief description of building signage that highlights green building features:
The Student Life Pavilion a LEED certified building has signage that communicates its sustainability features to the campus community.

The website URL for building signage that highlights green building features:
http://sites.sandiego.edu/sustainability/groundsbuilding/

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
The University of San Diego student cafeteria has a food digester system that breakdowns pre and post-consumer food waste. Signs at the tray return encourage users to not "scrape their plate" into the trash, and instead let the dining staff use it in the digester. Other signs are present throughout the student cafeteria and other dining areas that highlight the sustainable sourcing and production of food on campus.
The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.sandiego.edu/dining/resources/wellness.php

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
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Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
Individuals who schedule their visit through Undergraduate Admissions are given a tour by an undergraduate student of the campus. The tour includes highlights of the sustainability features of the campus, including the solar panels, energy retrofits, groundskeeping practices, as well as a mention of the Electronic Waste Recycling Center. The Office of Sustainability provides a script to Undergraduate Admissions each year that they include while updating their tours.

The website URL of the sustainability walking map or tour:
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Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:
The Office of Sustainability website features a page with information about trams, public transport, car share and other more sustainable mode of transport and how to use them, with links to further information. Additionally, the Parking Services website includes further information and links to public transportation websites.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://sites.sandiego.edu/sustainability/transportation/

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes
A brief description of the guide for green living and incorporating sustainability into the residential experience:

Sustainability Living Learning Communities (LLC) on USD provides resident students the opportunity to be inspired by sustainability initiatives on campus, develop a passion for sustainability as part of a community and develop into more socially mindful and responsible citizens. Their online publication provides information on sustainability related course, events and other news. Additionally, the Office of Sustainability posts tips for how to have a green move-in that is distributed digitally to incoming students.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.sandiego.edu/cas/llc_sustainability/

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:

No

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

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The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
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Does the institution produce another sustainability publication or outreach material not covered above? (1st material):

Yes

A brief description of this material:

The Facebook Page of Be Blue Green keeps the student body informed of the sustainability related goings on on campus, as well as a sustainability marketing tool, by posting pictures of events, updates etc.

The website URL for this material:
http://www.facebook.com/USDGreenTeam?fref=ts

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

No

A brief description of this material:
The USD E-waste Center helps advance sustainability in the San Diego community by safe recycling and disposal of Electronic waste. They use social media outlets including Facebook and Twitter to keep the community on and off campus updated about their work and in the process promote responsible recycling.

The website URL for this material:
https://twitter.com/USDEWaste

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

A brief description of this material:
The Office of Sustainability has a twitter page which is used to keep students and other members of the community up to date with sustainability related happenings on campus via social media.

The website URL for this material:
https://twitter.com/usdsustain

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
A brief description of this material:

The website URL for this material:

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

A brief description of this material:

The website URL for this material:

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

A brief description of this material:

The website URL for this material:
Does the institution have an active student group focused on sustainability?:
Yes

The name and a brief description of each student group:
The Be Blue Go Green (BBGG) Team is committed to reducing USD’s waste and water consumption to lower our carbon footprint through marketing campaigns, community service and outreach, and eco-events.

List up to 4 notable recent activities or accomplishments of student group(s):
1. Food Labeling in Dining Areas
2. Petitioning for reusable cups in dining areas
3. Green Office Certification pilot project
4. Composting pilot project

List other student groups that address sustainability:
Association of Environmental Professionals, Vegan and Vegetarian Club, Outdoor Adventures, Sustainability Living Learning Communities

The website URL where information about student group(s) is available:
http://sites.sandiego.edu/sustainability/be-blue-go-green/
Organic Garden

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

A brief description of the garden:
The community garden is located in a prominent space behind the central housing office of Residential Life. Students enrolled in the Gardening Campus Recreation class as well as student volunteers or Be Blue, Go Green members tend the garden together. The instructor for this course is a supervisor/chef of one of the campus cafes. The garden is also a location of many community dinners and serves as a space to gather collectively.

The website URL where information about the garden is available:
http://sites.sandiego.edu/sustainability/community-garden/
Model Room in a Residence Hall

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:
Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):
Incoming students apply for a theme and their residence building is determined by this theme (called a Living Learning Community or LLC). The allocation of building to each theme differs each year based on the number of application to each theme as an attempt is made to satisfy everyone’s interests. The themes are: Sustainability, Change, Natural World, Social Justice, Globalization, Intersections, Faith and Reason, Honors and Space Place Sound. While Sustainability LLC is specifically sustainability focused most of the LLCs also have a sustainability and social responsibility aspect such as social service, care for the natural environment and community and globalization issues.

The website URL where information about the themed housing is available:
http://www.sandiego.edu/cas/lle_sustainability/

The total number of residents in themed housing. :
342
Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:
Yes

A brief description of the enterprise:
The E-waste Center is student run, and its stated purpose is to further the sustainability goals of the University of San Diego and the wider community by recycling collecting and safely E-waste. Due to its function and as it is managed by students, working there gives the opportunity for students to further their sustainable business skills and experience in managing a social enterprise. This is while also building awareness with regards to E-Waste.

The website URL where information about the sustainable enterprise is available:
http://www.sandiego.edu/ewaste/
## Sustainability Events

**Responsible Party**

Juan Rivas  
Assistant Director Change Maker Hub  
Provost

### Submission Note:

Events are also on  
http://www.sandiego.edu/cpc/

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

**Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:**  
Yes

**A brief description of the event(s):**

These events are organized by various on-campus organizations such as the Changemaker Hub, Center for Peace and Commerce, Sustainability LLC and the office of Sustainability. These include:

- The USD Social Innovation Challenge (which is Linked to the Dell Challenge) and associated Idea-Lab sessions with social entrepreneurship
- 2013 AshokaU conference

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

http://sites.sandiego.edu/changemaker/
Outdoors Program

Responsible Party

Greg Zackowski
Director, Outdoor Adventures & Sustainability Programs
Outdoor Adventures

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:
Yes

A brief description of the program:

Sustainability is a key part of the outdoors program which follows a ‘leave no trace’ principle. Outdoor Adventures serves the USD community members with opportunities to experience outdoor activities that aim to promote personal growth, leadership development, relationship building and environmental responsibility.

With a focus on outdoor recreation, environmental education, leadership development and team-building, we offer a variety of outings locally, regionally and internationally. Pre-Orientation Adventure, overnight trips, outdoor recreation classes and day trips around San Diego are a few examples. We also operate a resource center and rental shop that provides outdoor recreation equipment and trip planning resources for individuals and groups that choose to venture on their own excursions.

Outdoor Adventures is also a hub for people interested in living an active, outdoor lifestyle that strives to create a balance between humanity and the natural world.

The website URL where information about the program is available:
http://www.sandiego.edu/oa/about/
Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

Yes

A brief description of the themed semester, year, or first-year experience:

The University of San Diego (USD) has a theme for every year, that defines various activities organized for students by the USD Changemaker Hub. USD was designated an ASHOKA Changemaker campus due to our commitment to sustainability and ethics and to develop young people into changemakers. The Changemaker Hub themes each year inspired by its vision of creating a more just and sustainable world. The University of San Diego ONE Challenge is an initiative for uniting students, faculty and staff in employing their imagination, hard work and passion to generate ideas for better addressing a current social challenge. The 2013 Challenge focused on Wasteful Production and Consumption, while the 2014 Challenge focused on Food for Life.

As a Catholic institution, USD also themes each semester according to one of the seven principles of Catholic Social Thought. While the most prominent sustainability theme is the call to "Care for Creation," the other themes also tie in sustainability components.

Each semester, the Center for Educational Excellence selects a book as part of the USD "Just Read!" initiative. For the past two semesters, the novels chosen have been sustainability-focused on issues of pollution and water.

The sustainability-related book that was chosen, if applicable:

Silent Spring; The Ghost Map

The website URL where information about the theme is available:

http://sites.sandiego.edu/changemaker/
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

Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses
Sustainability Course Identification

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:
Yes

A copy of the institution's definition of sustainability in the curriculum?:

Campus Sustainability Data Collector | AASHE
Sustainability in the Curriculum:
Recognize the centrality of environmental sustainability.
Develop an awareness of the intertwined nature (intertwined relationships/ interrelationship) of personal actions, social justice, and economic development, and their long-term implications for the environment.

Meets Learning outcome #11: Environmental Awareness

Has the institution identified its sustainability-focused and sustainability-related course offerings?:
Yes

A brief description of the methodology the institution followed to complete the inventory:
A committee comprised of faculty, staff and students reviewed course titles and descriptions to determine qualifying classes. In some instances syllabi were reviewed to determine if the course was focused on, or related to sustainability.

Does the institution make its sustainability course inventory publicly available online?:
Yes

The website URL where the sustainability course inventory is posted:
http://sites.sandiego.edu/sustainability/sustainable-courses/
Sustainability-Focused Courses

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

The number of sustainability-focused courses offered:

54

The total number of courses offered:

4,462

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

See attached list for Fall 2012 and Spring 2013 sustainability focused classes
Uploaded Course inventory has the sustainability focused courses tagged with an 'f'

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:

http://sites.sandiego.edu/sustainability/sustainable-courses/

A copy of the sustainability course inventory:

2012-2013 Class Inventory.xlsv
Sustainability-Related Courses

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

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

The number of sustainability-related courses offered:
253

The total number of courses offered:
4,462

Number of years covered by the data:
One

A list of sustainability-related courses offered:
See attached list for Fall 2012 and Spring 2013 sustainability related classes
Uploaded Course inventory has the sustainability related courses tagged with an 'r'

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
http://sites.sandiego.edu/sustainability/sustainable-courses/

A copy of the sustainability course inventory:
2012-2013 Class Inventory.xlsb
Sustainability Courses by Department

Responsible Party
Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria
Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

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

The number of departments that offer at least one sustainability-related or-focused course:
30

The total number of departments that offer courses:
51

A list of departments that offer sustainability courses:
Art, Architecture + Art History
Biology
Business Administration
Business Economics
Chemistry & Biochemistry
Communication Studies
Economics
English
Environmental Studies
Ethnic Studies
History
Juris Doctor
Languages & Literatures
Leadership Studies
Learning and Teaching
Marine Science
Marketing
Master of Business Administration
Master of Education Online Degree Program
Master of Science in Global Leadership
Master of Science in Nursing (MSN)
Peace and Justice Studies
Philosophy
Political Science & International Relations
Psychological Sciences
Real Estate (graduate)
School, Family and Mental Health Professions
Sociology
Supply Chain Management (graduate)
Theology & Religious Studies

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

---

A copy of the sustainability course inventory:

---
Sustainability Learning Outcomes

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, “programs” include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

Submission Note:

A complete list of links to all the sustainability learning outcomes for different programs is below:

College of Arts and Sciences Core:

Real Estate:
http://www.sandiego.edu/business/documents/MSRE.pdf

Peace Studies:
http://www.sandiego.edu/peacestudies/academics/masters_program/

Supply Chain:
http://www.sandiego.edu/business/documents/MSCM.pdf

Marine Science and Environmental Studies:
http://www.sandiego.edu/cas/mars_envi/program/learning_outcomes.php

MBA:
http://www.sandiego.edu/business/programs/gra

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

The number of graduates covered by the sustainability learning outcomes:

1,668
Total number of graduates:
2,375

A list of degree programs that have sustainability learning outcomes:

The core curriculum has been modified and approved and beginning in Fall 2013 all undergraduate students will have social responsibility as an umbrella goal with environmental awareness as a core outcome (#11). The graduate programs included Peace & Justice Studies, Real Estate, Supply Chain, and Marine Science.

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:


A copy of the sustainability course inventory:

---

A list or sample of the sustainability learning outcomes associated with the degree programs:

See links in the Submission Notes below
Undergraduate Program in Sustainability

Responsible Party
Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:
Yes

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

The website URL for the program (1st program):
http://www.sandiego.edu/cas/mars_envi/program/learning_outcomes.php

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

The website URL for the program (2nd program):
http://www.sandiego.edu/cas/mars_envi/program/learning_outcomes.php

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

The website URL for the program (3rd program):
---

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

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?:
Yes

The name of the sustainability-focused, graduate-level degree program (1st program):
Master of Arts in Peace and Justice Studies

The website URL for the program (1st program):
http://www.sandiego.edu/peacestudies/academics/programs/masters_program/

The name of the sustainability-focused, graduate-level degree program (2nd program):
MBA - Corporate Social Responsibility and Sustainable Enterprises & Sustainability emphasis

The website URL for the program (2nd program):
http://www.sandiego.edu/business/programs/mba/courses/concentrations.php

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

The website URL for the program (3rd program):
---
The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

---
Sustainability Immersive Experience

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

Submission Note:

See an example of an immersive experience below

https://www.sandiego.edu/cas/commstudies/news_events/news_detail.php?_focus=43505

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

Does the institution offer a program that meets the criteria for this credit?:

Yes

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

The USD Center for Community Service Learning provides immersive experience opportunities for students, focusing on issues such as human rights, poverty alleviation and sustainability.
Through these immersions we are looking to provide a framework to nourish personal development, foster community engagement, strengthen organizations, and promote global dialogue.
While such an experience can feel unsettling at first, through years of developing these experiences in Mexico, Jamaica, Guatemala and New Orleans, we’ve learned that such experiences can lead to heightened learning and growth that usually translates into:
Greater capacity to engage in authentic relationships cross-culturally
Greater capacity to reflect and break down stereotypes and assumptions
Greater awareness of one’s impact on other communities
Greater respect and compassion for the humankind as a whole
Immersion trips are also carried out by Living learning Communities, which are resident student communities based on a common interest theme such as sustainability, cross-cultural experiences and social justice. A living learning community trip would be relevant to tackling or providing exposure to an issue related to the community theme.

The website URL where information about the immersive experience is available:

http://www.sandiego.edu/csl/course_based/immersiontrip.php
## Sustainability Literacy Assessment

### Responsible Party

**Paula Morreale**  
Sustainability Coordinator  
Office of Sustainability

### Criteria

**Part 1**

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

**Part 2**

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

### Submission Note:

While a follow-up assessment has not been done (since this survey was only implemented this year), we are planning to administer the survey each year, as noted above.

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

**Has the institution conducted a sustainability literacy assessment?:**  
Yes

**Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:**  
Yes

**A copy of the questions included in the sustainability literacy assessment:**  
[Sustainability Literacy v2.docx](Sustainability Literacy v2.docx)

**A copy of the questions included in the sustainability literacy assessment :**  
---

**A brief description of how the assessment was developed:**

The University of San Diego began releasing a sustainability literacy assessment starting in 2013. The initial pilot was carried out with a sample of incoming freshmen, with the view of expanding into the entire campus population. Selecting a sample of freshmen allowed the university, and the Office of Sustainability to gauge the level of sustainability knowledge of its incoming students, and allows us to tailor...
our sustainability education and outreach programs to target knowledge gaps and track the development of the student population through their time at USD. When expanded to the entire university community, the assessment will reflect whether and how students developed in terms of their knowledge and awareness of sustainability.

The questionnaire used in the pilot was limited to 10 questions. These questions pertained to every day choices a student will make to be more sustainable, as well as basic sustainability issues that can be considered as general knowledge (such as what emissions trading is or, expected sea level rise by the end of the century). The next edition of the survey will be expanded to include a self-evaluation of perceived understanding of issues (on a numbered scale) of various sustainability issues prior to the question on specific issues. This will further enhance the survey effectiveness by showing student perceptions. For example, if students rate themselves as having little knowledge of a topic that they subsequently showed they have little knowledge on, the approach to providing that knowledge is different to if that student had rated their knowledge on the topic to be high.

A brief description of how the assessment was administered:

The assessment was administered via an online survey service (survey monkey) to a sample of incoming freshmen. This was done as a pilot with a view of expanding to the entire student population. The 10 questions were all multiple choice and had 3-5 answer options. Answers were collected anonymously via the online survey tool which provides final statistics. The results showed the trends of the student population in general, as opposed to the knowledge of individual students. This is acceptable as programs are focused on the whole population and not one- on- one.

A brief summary of results from the assessment:

The results showed that most students had knowledge of basic sustainability concepts. However, it showed that many of them didn’t necessarily understand the criticality or magnitude of those concepts. For example, all participants at least partially understood the various ways in which energy and water can be saved or wasted and the positive effects of local sourcing of food and public transportation. However their perceptions regarding the severity of climate change issues were underestimated. For the question According to the IPCC Fourth Assessment report of 2008, estimate for the projected sea level rise by the end of this century (2100) is

- a. 2 -14 inches
- b. 3.4-12 inches
- c. 4.6-13.7 inches
- d. 7.1-23 inches

All students picked a. 2-4 inches (best of the 4 options), when the actual estimate was the worst. A larger more comprehensive survey with a larger sample should and will be carried out to get a more accurate depiction of student sustainability literacy. However this survey reveals a potential dimension where campus sustainability education work could be focused: building an awareness of the degree to which sustainability issues affects the planet and lives.

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

http://www.surveymonkey.com/s/JDXXG73
Incentives for Developing Sustainability Courses

Criteria

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

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

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

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

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

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</tbody>
</table>
Sustainability Research Identification

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research?:
Yes

A copy of the institution's definition of sustainability research:

Sustainability Research Definition
Sustainability research, scholarship and creative work activities can be defined as any project that incorporates either environmental, economic or social aspects of sustainability. Research can vary from specific projects on sustainability (supply chain, green building, energy policy, climate change, applied materials chemistry, environmental ethics, corporate social responsibility) to scholarship that is more peripherally connected to sustainability per se (long term ecological studies, using recycled material in art projects, studying attitudes about environmental issues, leadership projects). Research projects with a sustainability focus may be student-centered and not lead to publication but must connect to sustainability efforts on campus.

Has the institution identified its sustainability research activities and initiatives?:
Yes

A brief description of the methodology the institution followed to complete the inventory:
Faculty are encouraged to carry out sustainability focused or related research. A committee comprised of faculty and staff identified which research was sustainability oriented by comparing its fit to the established definition of sustainability research.

**Does the institution make its sustainability research inventory publicly available online?:**
Yes

**The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):**
http://sites.sandiego.edu/sustainability/faculty-research/
Faculty Engaged in Sustainability Research

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research:

56

The total number of faculty members engaged in research:

437

Names and department affiliations of faculty engaged in sustainability research:

Batznitzky, Adina -Sociology
Benz, Lauren -Chemistry
Bolender, James -Chemistry
Boudrias, Michel -MARS
Camacho, Michelle -Sociology
Cantzler, Julia -Sociology
Carpenter, Ami -Peace Studies
Ceranic, Tara -Management
Conroy, Stephen -Economics
Croom, Simon -Supply Man.
Cruz, Evelyn -Theatre Arts
Davary, Bahar -Theology
DeHaan, David -Chemistry
Del Rio, Esteban -Comm. Studies
Duraj, Halina -English
Ehrich, Kristine -Marketing
Ellis, Hugh -Biology
Fisher, Robert -Colin History
Fritsvold, Erik -Sociology
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Fu, May</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>Gelb, Steven</td>
<td>Leadership</td>
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<tr>
<td>Getz, Cheryl</td>
<td>Leadership</td>
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<tr>
<td>Gin, Alan</td>
<td>Economics</td>
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<td>Gray, Sarah</td>
<td>MARS</td>
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<td>Headley, William</td>
<td>Peace Studies</td>
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<tr>
<td>Hinman, Lawrence</td>
<td>Philosophy</td>
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<td>Iovine, Peter</td>
<td>Chemistry</td>
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<tr>
<td>Jacob, Michelle</td>
<td>Ethnic Studies</td>
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<tr>
<td>Jacobitz, Frank</td>
<td>Engineering</td>
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<tr>
<td>Kaufmann, Ronald</td>
<td>MARS</td>
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<tr>
<td>Koenig, Anne</td>
<td>Psychology</td>
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<tr>
<td>Lowery, Mary Sue</td>
<td>Biology</td>
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<tr>
<td>Maxim, Juliana</td>
<td>Art</td>
</tr>
<tr>
<td>McAllister, Lesley</td>
<td>Law</td>
</tr>
<tr>
<td>McDougal, Topher</td>
<td>Peace Studies</td>
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<tr>
<td>Miller, Norman</td>
<td>Real Estate</td>
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<tr>
<td>Mills, Jesse</td>
<td>Ethnic Studies</td>
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<tr>
<td>Moriarty, Daniel</td>
<td>Psychology</td>
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<td>Morse, Geoffrey</td>
<td>Biology</td>
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<tr>
<td>Narwold, Andrew</td>
<td>Economics</td>
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<tr>
<td>Nelson, Lance</td>
<td>Theology</td>
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<td>Olson, Rick</td>
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<td>O'Shea, Bethany</td>
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<tr>
<td>Pulido, Alberto</td>
<td>Ethnic Studies</td>
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<tr>
<td>Reifer, Thomas</td>
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<td>Reynolds, Nathalie</td>
<td>MARS</td>
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<tr>
<td>Schlichtman, John</td>
<td>Sociology</td>
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<td>Searcy, Steven</td>
<td>MARS</td>
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<td>Shirk, David Pol.</td>
<td>Science</td>
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<tr>
<td>Siepielski, Adam</td>
<td>Biology</td>
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<td>Simovich, Marie</td>
<td>Biology</td>
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<tr>
<td>Talley, Drew</td>
<td>MARS</td>
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<td>Tu, Charles Real</td>
<td>Estate</td>
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<tr>
<td>Vargas, Jorge</td>
<td>Law</td>
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<tr>
<td>Wiese, Allison</td>
<td>Art</td>
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<tr>
<td>Yin, Zhi-Yong</td>
<td>MARS</td>
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</tbody>
</table>

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

http://sites.sandiego.edu/sustainability/files/2013/02/2012-2013-IR-Faculty-Sustainability.pdf

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

---
Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

See the following articles:
Dr. Michel Boudrias, Marine Science Chair

http://www.sandiego.edu/cas/news_events/feature_stories/michel_boudrias_nsf_grant.php

Dr. Norm Miller, Professor of Real Estate

http://www.sandiego.edu/business/about/bio.php?id=1019

Dr. Simon Croom, Professor of Supply Chain Management

http://www.sandiego.edu/business/faculty/bio.php?id=62

Dr. Lauren Benz, Chemistry

http://www.sandiego.edu/insideusd/?p=28478

The website URL where information about sustainability research is available:

http://sites.sandiego.edu/sustainability/faculty-research/
Departments Engaged in Sustainability Research

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

Submission Note:

Some faculty members belong to and conduct research in disciplines that fit across several departments (such as Economics which will fit across both Economics and Business Economics departments). In this case all such departments are counted.

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

The total number of academic departments that conduct research:

50

The number of academic departments in which at least one faculty member engages in sustainability research:

27

A list of academic departments in which at least one faculty member engages in sustainability research:

Art, Architecture + Art History
Biology
Business Administration
Business Economics
Chemistry & Biochemistry
Communication Studies
Economics
English
Engineering
Ethnic Studies
History
Juris Doctor
Leadership Studies
Learning and Teaching
Marine Science
Marketing
Master of Business Administration
Peace and Justice Studies
Philosophy
Political Science & International Relations
Psychological Sciences
Real Estate
Real Estate (graduate)
Sociology
Supply Chain Management (graduate)
Theatre Arts and Performance Studies
Theology & Religious Studies

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
http://sites.sandiego.edu/sustainability/files/2013/02/2012-2013-IR-Faculty-Sustainability.pdf

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
---
Sustainability Research Incentives

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

"---" 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 Office of Sustainability helps to foster research in sustainability by offering Sustainable Environmental Education Development (SEED) Grants to encourage innovation. This program provides funding that allows students to partner with a faculty mentor to pursue research that can help find solutions to today’s problems.

The website URL where information about the student research program is available:
http://sites.sandiego.edu/sustainability/files/2013/02/USD-Sustainability-Green-Grants.pdf

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:
Full-time, tenure track professors are eligible to apply for Faculty Research Grants of up to $6,900 as well as a summer stipend and units of reassigned time. Proposals are considered under the following criteria: academic significance, record of research achievement, organization of the overall project, and clarity of the proposal. Decisions are made by an interdisciplinary committee comprised of faculty across campus. SEED Grants are also available for faculty research and are selected by a committee of a student, faculty, and staff associated with the Office of Sustainability.

The website URL where information about the faculty research program is available:
http://sites.sandiego.edu/sustainability/faculty-research/
Interdisciplinary Research in Tenure and Promotion

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

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.

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</table>
Building Operations and Maintenance

Responsible Party

Michael Plakosh
Energy Manager
Facilities Management

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Submission Note:

We have a drafted policy for energy management and have installed low-flow shower heads, toilets, faucet aerators, and all major campus buildings are part of a centralized Energy Management System. This is the justification for claiming all sq. ft. on campus qualifies.

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

Total building space that meets "Eligible Buildings Criteria":

3,226,969 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

3,226,969 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:

0 Square Feet
Building space that is LEED for Existing Buildings: O&M Gold certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:
---

An electronic copy of the guidelines or policies:
USD_Energy_Conervation_Instruction_R3_MP_MC_PM_1_Aug_2012_Update.docx

The date(s) the policies or guidelines were adopted:
-

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

We are contracted through our local utility to commission and retrofit commission buildings. A campus wide energy management system ensures real time monitoring. The university is investigating the implications of maintaining to LEED EBOM standards.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:
---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

All major campus buildings are on an energy management system. A full list of buildings can be found here:

https://www.sandiego.edu/facilities/building_gallery.php
Building Design and Construction

Responsible Party

Michael Plakosh
Energy Manager
Facilities Management

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

New building space that meets "Eligible Buildings Criteria":
1,291,472 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
1,204,863 Square Feet

New building space that is LEED Certified :
0 Square Feet

New building space that is LEED Silver certified:
10,500 Square Feet

New building space that is LEED Gold certified :
76,109 Square Feet
New building space that is LEED Platinum certified:

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://sites.sandiego.edu/sustainability/files/2013/02/USD-Partnership-Agreement-Amendment-.pdf

An electronic copy of the guidelines or policies:

---

The date(s) the policies or guidelines were adopted:

---

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

Standards to do this are in the process of development.

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:

Student Life Pavilion

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:

Jenny Craig Sports Pavilion
Kroc Institute for Peace & Justice
Shiley Center For Science & Technology
School of Leadership and Educational Science
West Marian Parking Complex
Manchester Village 1&2
Casa de Paz
Indoor Air Quality

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the 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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:
3,226,969 Square Feet

Total occupied building space:
3,226,969 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:

The Environmental Health and Safety office complies with Cal/OSHA standards. All buildings on campus are subject to indoor air quality inspection. An online form is available to anyone to register complaints.

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

http://www.sandiego.edu/documents/facilities/IAQ.pdf
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

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</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

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

The website URL where the GHG emissions inventory is posted:
http://sites.sandiego.edu/sustainability/files/2013/02/GHG.pdf

Does the inventory include all Scope 1 and 2 emissions?:
Yes

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
Yes
Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
Waste water is also included

Does the inventory include a second Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
Paper Usage

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

Submission Note:

Data was obtained from slide 5 of the Sightlines presentation:

http://sites.sandiego.edu/sustainability/files/2013/02/GHG.pdf

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

Scope 1 and 2 gross GHG emissions, 2005:
15,405 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
2,339

Non-residential/commuter full-time students, faculty, and staff members, 2005:
3,854
Non-residential/commuter part-time students, faculty, and staff members, 2005:
1,355

Scope 1 and 2 gross GHG emissions, performance year:
14,276 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:
0 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
1 July 2011 to 30 June 2012

On-campus residents, performance year:
2,588

Non-residential/commuter full-time students, faculty, and staff members, performance year:
4,381

Non-residential/commuter part-time students, faculty, and staff members, performance year:
1,348

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
September 2011 (fall 2011) to May 2012 (end of Spring 2012)
Air Travel Emissions

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

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Submission Note:

Through recycling over 600,000 pounds of e-waste the Center has diverted more than 1,887.32 30 yr total GHG emissions (MTCO2E)

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:

Yes

A brief description of the program:

The University of San Diego’s E-waste Center helps reduce greenhouse gases, through its diversion of waste from landfill within the San Diego community.

The E-waste Center collects unwanted electronics from the community and recycles them. The useable components in these electronics are separated and sold, and the rest is processed and sent for recycling. This reduces landfill waste, hazardous waste, and greenhouse gas emissions of the community. As the ownership of these material is transferred to the E-waste center, the emissions reductions once they are recycled safely is ‘owned’ by USD.

The website URL where information about the program is available:

http://sites.sandiego.edu/sustainability/e-waste/
Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

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</table>
Food and Beverage Purchasing

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

Submission Note:

Also see

http://www.sandiego.edu/dining/resources/#Letter

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

25

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

USD Dining Services is dedicated to meeting the challenge of offering fresh, wholesome foods and to do so in a way that supports local food sources, considers the environmental impact of our decisions and guarantees healthy alternatives in each of our restaurants. Dining Services purchases products locally and organically when possible to offer a wide variety of sustainable dining options. For example, all coffee served on campus is certified organic and Fair Trade.

The Website URL where information about the institution's sustainable food and beverage purchasing efforts is
available:
http://www.sandiego.edu/dining/resources/wellness.php#Label
Trayless Dining

Responsibility Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Submission Note:

Also See
http://www.sandiego.edu/usdmag/?p=571

See Page 25 of Dining Services' Sustainability initiatives at:
http://catcher.sandiego.edu/items/usd/Campus%20Dining%202013%20w.pdf

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:

Trays are not provided in any of the campus eateries. All areas are 100% styrofoam-free and trayless dining facilities that use greenware - compostable flatware, cups and plates made of renewable resources, and 100% recycled content paper goods. The main dining area, the Student Life Pavilion, serves its customers on chinaware that is washed and reused.

List the year the program was started:
Aug. 1, 2009

The overall percentage of meals served on campus that are trayless:
100

The percentage of meal plan meals served on campus that are trayless:
100

The percentage of retail facility meals served on campus that are trayless:
100

The percentage of conference meals served on campus that are trayless:
100
The website URL where information about the program is available:

http://catcher.sandiego.edu/items/usd/Campus%20Dining%202013%20w.pdf
Vegan Dining

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Submission Note:

The staff will be more than happy to be consulted regarding the individual diner's food needs (allergies, restrictions, etc) and customize a meal to fit this. Food stations have symbols to help identify what type of food is available. The university provides such information for the students and these are available at

http://www.sandiego.edu/dining/resources/wellness.php

Also see

http://www.sandiego.edu/dining/mealplans/

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:

Yes

A brief description of the vegan dining program:

There are vegan options available on campus during every meal at every dining facility. At the main dining area, the self service areas offer salad items for the diners to design their own salad with, and customized products are available from the served food areas. Vegan options are available in each dining area. The staff will be more than happy to be consulted regarding the individual diner's food needs (allergies, restrictions, etc) and customize a meal to fit his or her needs.

Vegan labels indicate which food is classified as vegan so eaters are comfortable knowing the ingredients in their food. An online vegan menu is also available for students and staff to know which food options are vegan in the main dining area.

The website URL where information about the program, policy, or practice is available:

Trans-Fats

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

USD Dining Services has been trans-fat free since 2005. USD Dining Services use a unique zero-trans fat, canola-corn oil blend that is low in saturated fat, has no greasy aftertaste and contains zero grams of trans-fat per serving.

The website URL where information about the program, policy, or practice is available:

Guidelines for Franchisees

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

Institution does not have food service franchisees operating on campus.
Pre-Consumer Food Waste Composting

Responsibility Party

Michael Catanzaro
Director
Office of Sustainability

Submission Note:

Also see "Reduce, Reuse, Recycle" at
http://www.sandiego.edu/dining/resources/
for an overview of the digester.

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

Does the institution have a pre-consumer food waste composting program?:
Yes

A brief description of the pre-consumer food waste composting program:

The main dining area at USD is home to a BioHiTech Food Digester that transforms an average of 3,200 pounds of food waste into water each week. The digester uses a highly specialized formula of micro-organisms to break down food waste that reduces the amount of solid waste for disposal. This system diverts waste from landfills and decreases fuel consumption. According to BioHiTech America, operating the company’s 1200 model at full capacity for 1-year reduces emissions of 470,000 pounds of CO2 and 58 MTCE of greenhouse gases.

The overall percentage of meals for which pre-consumer scraps are composted:
20

The percentage of meal plan meals for which pre-consumer scraps are composted:
---

The percentage of retail facility meals for which pre-consumer scraps are composted:
---

The percentage of conference meals for which pre-consumer scraps are composted:
---

The website URL where information about the composting program is available:
PostConsumer Food Waste Composting

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

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

Does the institution have a postconsumer food waste composting program?:

Yes

A brief description of the postconsumer food waste composting program:

The main dining area at USD is home to a BioHiTech Food Digester that transforms 3,200 pounds of food waste into water each week. The digester uses a highly specialized formula of micro-organisms to break down food waste and reduces the amount of solid waste for disposal. This system has diverted waste from landfills and decreased fuel consumption. According to BioHiTech America, operating the company’s 1200 model at full capacity for 1-year will reduce emissions of 470,000 pounds of CO2 and 58 MTCE of greenhouse gases. The food waste disposed at the composting bins by campus residents is composted and used at the University garden by the Be Blue Go Green garden club.

The percentage of overall meals for which postconsumer composting is available:

20

The percentage of meal plan meals for which postconsumer composting is available:

---

The percentage of retail facilities for which postconsumer composting is available:

---

The percentage of conference meals for which postconsumer composting is available:

---

The website URL where information about the composting program is available:

Food Donation

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Recycled Content Napkins

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:

All napkins used at dining services and cafes throughout campus are made of 100% recycled material. The prevalence of recycle bins throughout campus encourages students to recycle napkins after use.

The website URL where information about the purchasing is available:
http://www.sandiego.edu/dining/resources/
Reusable Container Discounts

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:

Since 2010 USD cafes offer a discount for patrons who bring reusable mugs.

Amount of the discount offered for using reusable mugs:
0.05

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):

---

The website URL where information about the reusable mug discount program is available:
http://sites.sandiego.edu/sustainability/green-tips/
Reusable To-Go Containers

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

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Building Energy Consumption

Responsible Party

Michael Plakosh
Energy Manager
Facilities Management

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu
1 MWh = 3.412 MMBtu
1 therm = 0.1 MMBtu
1 kBu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBtu

Submission Note:

Only estimates are available for gas usage in the last two quarters of 2012. These are based on the five largest gas accounts which have historically been 60% of the total gas usage. Fiscal year (July-June) is used, this also closely matches with our academic year

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

Total building energy consumption, 2005:
193,947.34 MMBtu

Building space, 2005:
2,835,336 Gross Square Feet

Total building energy consumption, performance year:
173,868.35 MMBtu

Building space, performance year:
3,226,969 Gross Square Feet
List the start and end dates of the energy consumption performance year:

July 1 2012 to June 30 2013
Clean and Renewable Energy

Responsible Party

Michael Plakosh
Energy Manager
Facilities Management

Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBTU

---

Submission Note:

Also See

http://www.sandiego.edu/insideusd/?p=6973

For more information about the solar panel system

http://sites.sandiego.edu/sustainability/energy/

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:

6,576.76 MMBtu

Option 2: Non-electric renewable energy generated:

0 MMBtu

Option 3: Total 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: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:

21,833.41 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:

0 MMBtu

Total energy consumed during the performance year:

173,868.35 MMBtu

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

Managed by AMSOLAR, USD is home to the third largest rooftop solar installation on a college campus in the nation with a 1.23 megawatt system atop 11 buildings across campus. Electricity generation data from this installation is available in real time. Following
installation, this system reduced USD’s dependence of externally generated electricity by about 20%.

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

N/A

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

N/A

**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:**

We receive the RECs for our solar installation. We haven’t retired them as of the time of this submission. Through an agreement with Noble Americas, 20% total purchased electricity is renewable. USD buys this at a premium rate.

**A brief description of cogeneration technologies deployed:**

N/A

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

http://live.deckmonitoring.com/?id=university_of_san_diego
**Timers for Temperature Control**

---

**Responsible Party**

Michael Plakosh  
Energy Manager  
Facilities Management

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:

Yes

A brief description of the technology used:

More than 50% of the buildings on campus has HVAC services controlled by a Siemens building management system. The chillers, and other plant can be controlled with time schedules, enabling AC and cooling/ heating to be turned down/ off outside hours.

The percentage of building space (square footage) with timers for temperature control:

50

The website URL where information about the practice is available:

---
Lighting Sensors

Responsible Party
Michael Plakosh
Energy Manager
Facilities Management

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

A brief description of the technology used:
Most existing classrooms and offices are fitted with occupancy sensors to turn off lighting after about one hour of inactivity. This is a requirement for all upgrades and new classrooms based on the classroom design and construction guidelines. Refer below to link.

The percentage of building space with lighting sensors:
---

The website URL where information about the institution's use of the technology is available:
Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit:
Yes

A brief description of the technology used:
LED lights are used for outdoor lights and landscaping lights. They are also used in several buildings, examples being Mother Roselie Hall (SOLES), and the Facilities management office.

The percentage of building space with LED lighting:
---

The percentage of parking deck space with LED lighting:
---

The percentage of outdoor space that uses LED lighting:
---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):
---

The website URL where information about the institution's use of the technology is available:
---
Vending Machine Sensors

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

Responsible Party

Michael Plakosh
Energy Manager
Facilities Management

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:
Yes

A brief description of the management system:

The energy management system is a graphical system and displays current set points and energy usage for HVAC, lighting and other uses of electricity and gas. The energy management system lighting covers building outer lights; internal lights are controlled via occupancy sensors and timers as well as manual control. While global temperature and lighting set points do not exist, the set points in each building/unit can be easily adjusted. Instantaneous power use data for all buildings can be viewed and historical data can be downloaded for a specific period (e.g. last 48 hours or last 1 year). The system can graph energy use at specified intervals for trending purposes, which is key to understanding energy use patterns for purpose of optimization.

The percentage of building space monitored with a centralized energy management system:
50

A description of what systems are shut down during unoccupied periods:

From the 2013 Campus e-mail regarding the shutdown-

Due to the extended holiday period from December 23, 2011 to January 2, 2012 the Facilities Management department will be adjusting temperatures in buildings in an effort to save energy.

Because of the sensitivity of temperature control in the Donald P. Shiley Center for Science and Technology, this building will be exempt from the unoccupied temperature settings.

The majority of campus buildings will operate in “unoccupied mode”. This means that temperatures will be adjusted to heat up to 62° and cool down to 85° in the following buildings:

• Degheri Alumni Center
• Copley Library
• Facilities Management
• Guadalupe
• Hughes Administration Center (except for Public Safety)
The following buildings will have their heat lowered in classrooms and public areas only:

- Camino Hall
- Founders Hall (except Founders Chapel)
- Maher Hall

All housing areas will be exempt from the unoccupied temperature settings.

Alcala Park West occupants please adjust your office temperature settings down as you leave for the extended holiday period.

If your building has operable windows, please make sure that your windows are closed and locked.

The website URL where information about the institution's use of the technology is available:

---
Energy Metering

Responsible Party

Michael Plakosh
Energy Manager
Facilities Management

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:
Yes

A brief description of the metering system:

USD has a comprehensive EMS system provided by Siemens. The energy consumption by buildings (some specific examples: Student Life Pavilion, Mother Rosalie Hall, Kroc Institute of Peace and Justice) is metered and visible via this central energy management system. This includes energy used by the central plant such as chillers and boilers that serve the entire campus. This EMS system covers 100% of electricity use on campus.

The percentage of building space with energy metering:
---

The website URL where information about the metering system is available:
---
Grounds

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

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</table>
Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:

180 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:

36 Acres

A brief description of the IPM plan(s):

The university operates by promoting ethical practices that enhance the integrity, quality, and values of the University’s Mission Statement and its goals. USD takes great pride in the appearance of the campus grounds and the impact the beauty has on our lives. When necessary, the university participates with the city of San Diego to monitor and properly integrate pest management.

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

http://www.sandiego.edu/facilities/facilities_services/grounds_maintenance/
Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:
USD selects species that are commonly used in San Diego and are well adapted to the climate, soil and growing conditions. The palette included in the link is intended as a guide and does not preclude the use of additional species.

The website URL where information about the program, policy, or practice is available:
http://www.sandiego.edu/facilities/facilities_services/grounds_maintenance/plant_inventory.php
Wildlife Habitat

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

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

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

*Institution does not remove snow and ice as part of annual maintenance routines.*
Landscape Waste Composting

Responsible Party

Charles Thomas
Grounds Supervisor
Grounds and Maintenance

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:

The University of San Diego composts the vast majority of green waste produced on campus. Some tree branches and lumber are not mulched but instead processed using a splitter and made available for the campus community (especially staff and Outdoor Adventures team) for use. Others such as palm branches, Formium and Yucca are not suitable for mulching due to their fibrous nature and have to be trashed. Most lawn clippings are clipped using a mulching mover and left on site to nourish plants there. Clippings from sports fields (combined size about five acres) and other green waste (from trimming, pruning activities) are mulched using a chipper and used on site to nourish plants. USD is self-sufficient in mulch, and has been so since 2011.

The percentage of landscape waste that is mulched or composted onsite:
90

The percentage of landscape waste that is mulched or composted off-site:
---

The website URL where information about the program, policy, or practice is available:
---
**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**

- Computer Purchasing
- Cleaning Products Purchasing
- Office Paper Purchasing
- Vendor Code of Conduct
- Historically Underutilized Businesses
- Local Businesses
Computer Purchasing

Responsible Party

Liza Peterson-Gary
Budget & Operations Manager
IT Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

Submission Note:

The total expenditure stated is for PCs only and do not include expenditure on Macs, as they are considered specialty computers. Up to July 2012 Mac products purchased met EPEAT Gold standards, and these products themselves have not radically changed since then. Apple withdrew from EPEAT in July 2012. However in terms of the underlying purpose of EPEAT, they are likely to remain equivalent to any other EPEAT Gold computer. Thus it is believed that an institution should not be penalized for using Apple products that are just as environmentally friendly. Therefore expenditure on Apple computers were not included in either the EPEAT Gold expenditures or the total expenditures In FY2012 USD spent $370,000 on iMac computers, which would be in addition to the total expenditure on PCs stated above.

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:

Yes

The website URL where the EPEAT policy, directive, or guidelines are posted:

http://www.sandiego.edu/its/resources/hardware/specifications.php

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

The university offers six different computers available for purchase including Dell, Apple, and HP. Five out of the six have EPEAT Gold rating and the sixth is an Apple iMac which was removed from EPEAT ratings in July 2012 (these are considered specialty computers and have their own environmental standards, which in some cases go beyond EPEAT requirements). The university’s standard is to purchase EPEAT Gold rated computers.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors:

642,707 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:

0 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:

642,707 US/Canadian $
Cleaning Products Purchasing

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:
Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

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

Although the institution does not have a product purchasing policy, green products are used to clean the restrooms, classrooms, dorm halls, and other areas around campus. Whenever possible Green Seal Certified and EcoLogo products are used. At least 50% of the cleaning products used on campus would be qualifying products.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products?)?:
No

Expenditures on Green Seal and/or EcoLogo certified cleaning products:

12,872 US/Canadian $
Total expenditures on cleaning products:

---

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

---
Office Paper Purchasing

---

Responsible Party

Dawn Anderson
Director, Procurement Svcs & Print Shop
Procurement Services

---

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

---

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:
Yes

The URL where the recycled paper policy, directive, or guidelines are posted:

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

The USD Office of Procurement assists with a recycling program that recognizes that recycled content products are essential for an environmentally sound production system. Procurement insures that paper purchases meet the standards established by the United States Environmental Protection Agency for minimum recycled content standard guidelines.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper?)?
Yes

Expenditures on 10-29 percent recycled-content office paper:
0 US/Canadian $
Expenditures on 30-49 percent recycled-content office paper:
102,000 US/Canadian $

Expenditures on 50-69 percent recycled-content office paper:
0 US/Canadian $

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
0 US/Canadian $

Expenditures on 90-100 percent recycled-content office paper:
18,000 US/Canadian $

Total expenditures on office paper:
120,000 US/Canadian $
Vendor Code of Conduct

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Historically Underutilized Businesses

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

Responsible Party

Dawn Anderson
Director, Procurement Svcs & Print Shop
Procurement Services

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.

Yes

A brief description of the program:

As part of our procurement procedures, local vendors are preferred.

The website URL where information about the program, policy, or practice is available:

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

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Campus Fleet

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
3

Plug-in hybrid vehicles in the institution’s fleet :
0

100 percent electric vehicles in the institution’s fleet :
21

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
1
Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
182
Student Commute Modal Split

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Also see
http://www.sandiego.edu/tickets/transportation.php

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

The percentage (0-100) of institution's students who use more sustainable commuting options:
57

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
43

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
10

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
25

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:
15

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:
1
The website URL where information about alternative transportation is available:
http://www.sandiego.edu/parking/alternative_transportation/
Employee Commute Modal Split

### Responsible Party

Barry Ligman  
Manager  
Parking Services

### Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

### Submission Note:

USD has 28 Blink EV charging stations located across campus for use by staff and students using electric vehicles, in order to promote their use if the use of personal transportation is essential to get to campus.

USD also has 74 Carpool spaces only available during weekdays for commuters who carpool.

86 free fresh air passes are issued for staff who can normally use a more sustainable mode of transportation to arrive on campus, so that they can they can park for free on campus for up to 16 days per semester when they drive.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options: 25

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation : 75

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents: 5

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation : 11

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation :
The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:
1

The website URL where information about alternative transportation is available:
http://www.sandiego.edu/parking/alternativetransportation
Bicycle Sharing

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):

The Outdoor Adventures Office rental bike program offers short-term loaner bicycles. Students, faculty, and staff can check out a bike to ride on or off campus. The Office of Sustainability and Outdoor Adventures also periodically offers campus-wide bike repair as a free service to the university.

The website URL where information about the program, policy, or practice is available:
http://www.sandiego.edu/oa/equipment/
Facilities for Bicyclists

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:
Yes

A brief description of the facilities:
The university just added retrofitted its bicycle infrastructure to raise the number of bike parking spaces to 444 on campus. New bike racks were installed by the company ‘Park a Bike’ in partnership with the Office of Sustainability. These new racks give bike owners the ability to secure their bikes with sturdy, metal U-locks instead of cable locks that could be easily cut and removed by bike thieves. Bike sheds and showering facilities for are also available for cyclists and commuters.

The website URL where information about the program, policy, or practice is available:
http://sites.sandiego.edu/sustainability/transportation/
Bicycle and Pedestrian Plan

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:

USD’s campus is compact, allowing people to reach most of the campus mesa within a 5-minute walk. Pedestrian circulation on the mesa is mostly along Marian Way – the central walkway of campus. Building entrances align with one another along this route – creating definite axes and direct routes. There is a section in the new university master plan on bicycle and pedestrian traffic flow. That document is currently not available on-line. A map of bicycle parking is included in the link below.

The website URL where information about the plan is available:
http://sites.sandiego.edu/sustainability/files/2013/08/bike-parking-map.pdf
### Mass Transit Programs

**Responsible Party**

Barry Ligman  
Manager  
Parking Services

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| Also see regarding discount reduced price transit passes:  
[http://www.sandiego.edu/tickets/transportation.php](http://www.sandiego.edu/tickets/transportation.php) |

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

**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:**

Yes

**A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

The USD campus tram service is free of charge and runs from 6:45 am until 11 pm on weekdays. The service operates full time during the fall and spring semesters and on a limited basis during intersession and summer. Routes connect USD to the Old Town Transit Center, which connects to bus, trolley, and local and Amtrak train services that service the entirety of San Diego. The trams can also be reserved for special events. Additionally, USD offers discounted semester transit passes for students who can use these on any San Diego Metropolitan Transit System (MTS) bus or trolley service.

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

[http://www.sandiego.edu/safety/tram_services/](http://www.sandiego.edu/safety/tram_services/)
Condensed Work Week

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Submission Note:

Contact the Office of Human Resources for more information. 619-260-4594

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:

Yes

A brief description of the program:

USD’s Alternative Work Schedule requires strict compliance with CA labor codes and the Industrial Welfare Commission wage order. The program allows for staff to have a compressed work week with longer days, but with more time off during the week.

The website URL where information about the program is available:

---
Telecommuting

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Submission Note:

Contact the Office of Human Resources for more information. 619-260-4594.

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

Does the institution offer a telecommute program for employees?:

Yes

A brief description of the program:

USD’s telecommuting program is a voluntary work arrangement in which an eligible employee with supervisor approval works one or more days each work week from home instead of commuting to work. This has to go through an approval process and the employee has to meet certain eligibility requirements.

The website URL where information about the program is available:

---
Carpool/Vanpool Matching

Responsible Party

Barry Ligman
Manager
Parking Services

Submission Note:

Also see:

http://sites.sandiego.edu/sustainability/transportation/

http://www.sandiego.edu/parking/alternative_transportation/

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

Does the institution participate in a carpool/vanpool matching program?:

Yes

A brief description of the program:

Carpool spaces are available on campus for commuter students or employees who travel to school with two or more people of legal driving age in the vehicle. A carpool permit may be obtained daily from the Main or West Kiosk. For employees who commute from North County San Diego, a vanpool has been started through USD Parking Services. This vanpool program cuts down the amount of carbon emitted from multiple vehicles commuting to the same location.

The website URL where information about the program is available:

http://www.sandiego.edu/parking/parking_information/general_parking_information.php
Cash-out of Parking

Responsible Party

Barry Ligman
Manager
Parking Services

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

Responsible Party

Barry Ligman
Manager
Parking Services

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

Does the institution offer reduced parking fees for car and van poolers?:
No

A brief description of the program:

Although the university does not directly offer reduced parking fees for carpoolers, preferred parking spaces reserved for carpoolers are offered in five parking lots across campus.

The website URL where information about the program is available:
http://www.sandiego.edu/parking/parking_information/general_parking_information.php
Local Housing

Does the institution have incentives or programs to encourage employees to live close to campus?:
Yes

A brief description of the incentives or programs:
The University of San Diego provides an opportunity for faculty to lease housing for a transitional period of up to two years. These rental opportunities are close to campus and are priced at below-market rental rates. Other programs include: Home Ownership or Rental Subsidy, Faculty Home Buying Assistance Program, and the Relocation Policy.

The website URL where information about the incentives or programs is available:
http://www.sandiego.edu/businessservices/housing/
Prohibiting Idling

Has the institution adopted a policy prohibiting idling?:
No

A brief description of the policy:
Although there is no policy prohibiting idling, a student led study and initiative restructured the tram routes for higher efficiency. The routes have been altered to cut down on idle time, gas consumed and carbon emitted

The website URL where information about the policy is available:
http://sites.sandiego.edu/sustainability/transportation/
Car Sharing

Responsible Party

Barry Ligman
Manager
Parking Services

Submission Note:

Also see:
http://www.sandiego.edu/aux/services/zipcar.php
http://zimride.sandiego.edu/index/index

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:

Zipcar is a car-sharing program that allows students or staff to have the freedom of transportation when they need it. The Zipcars are on USD campus, available for use at any time, making it easy for people to get around town without every person having a vehicle. Zimride is a carpooling network available for the USD community, which allows students, faculty, or staff to carpool from adjacent neighborhoods to campus. This free program is secure and versatile, available for commutes, road trips, or popular events.

The website URL where information about the program, policy, or practice is available:
http://www.sandiego.edu/torerolife/getting_around/
**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.

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Waste Reduction

Responsible Party

Anne Keicher
Graduate Assistant - Zero Waste
Office of Sustainability

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year :
615.06 Tons

Weight of materials composted, 2005 baseline year :
0 Tons

Weight of materials disposed as garbage, 2005 baseline year :
1,192.59 Tons

Weight of materials recycled, performance year :
1,459.14 Tons

Weight of materials composted, performance year :
32.20 Tons

Weight of materials disposed as garbage, performance year :
1,039.72 Tons

List the start and end dates of the waste reduction performance year:
August 2010 - June 2011

On-campus residents, 2005:
 Campus Sustainability Data Collector | AASHE
Non-residential/commuter full-time students, faculty, and staff members, 2005:
3,854

Non-residential/commuter part-time students, faculty, and staff members, 2005:
1,355

On-campus residents, performance year:
2,566

Non-residential/commuter full-time students, faculty, and staff members, performance year:
4,290

Non-residential/commuter part-time students, faculty, and staff members, performance year:
1,345

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
August 2010 - June 2011

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
USD currently diverts roughly 60% of its waste. In order to become a Zero Waste campus, the USD Office of Sustainability will ensure that recycling and composting bins available in all dining areas and residents halls and provide proper education for students and employees. Additionally, the USD Office of Sustainability will work with the Athletic Department to make games Zero Waste and the Office of the Vice President and Provost to carry out USD’s first Zero Waste commencement.

The website URL where information about the institution’s waste reduction initiatives is available:
http://sites.sandiego.edu/sustainability/zero-waste/
Waste Diversion

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

See USD's comprehensive waste reduction strategies:
http://sites.sandiego.edu/sustainability/zero-waste/

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:
1,563 Tons

Materials disposed in a solid waste landfill or incinerator:
1,040 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

Recycling strategy: comprehensive waste audits, improving ease of access to recycling bins, creation of e-waste recycling center, pilot of a compost program and other innovative landfill diversion efforts.
Construction and Demolition Waste Diversion

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:

756.59 Tons

Amount of construction and demolition materials landfilled or incinerated:

86.89 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

In the 2012-2013 academic year, construction waste generated consisted of the waste generated by the construction of Fowler Park Baseball field.
Electronic Waste Recycling Program

Responsible Party

Arthur Atkinson
Manager
E-waste Collection Center

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met:

The University of San Diego is home to the only non-profit e-waste collection center in San Diego, the University of San Diego Electronics Recycling Center (ERC).
The center is staffed by students and professional staff who are trained on how to safely process the waste, such as PPE use. The waste that can be reused is sold and the remainder is recycled through CalMicro, a professional E-waste disposal company.

A brief description of the electronic waste recycling program for institution-generated materials:

The Electronic Recycling Center center collects and recycles e-waste of the institution, students and the wider community. There is a pick-up service to pick-up e-waste from residences and businesses. Because the E-Waste Collection Center is a registered non-profit, any donations are tax-deductible, which provides the residence or business an additional incentive to ‘donate’ their unwanted E-waste.
A brief description of the electronic waste recycling program for student-generated materials:

The E-Waste center collects and recycles e-waste of the institution, students and the wider community. There is a pick-up service to pick-up E-waste from residences and businesses. Because the E-Waste Collection Center is a registered non-profit, any donations are tax-deductible, which provides the residence or business an additional incentive to ‘donate’ their unwanted E-waste.

The website URL where information about the e-waste recycling program is available:

http://www.sandiego.edu/ewaste/
Hazardous Waste Management

Responsible Party

Barney Holland
Environ & Safety Specialist
Environmentl Health and Safety

Criteria

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.

"---" 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:

As an educational institution, hazardous materials such as laboratory chemicals as well as a large amount of equipment such as lamps and computers which may become universal waste, and materials such as grounds keeping / cleaning chemicals are required and present on campus. However there are established procedures managed by the USD Environmental Health and Safety Office to manage these, remove accumulated material in a timely manner and minimize their impact as waste. For an example universal waste will be labeled with the accumulation date (when they become waste) and disposed within one year.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Waste is collected, packaged, labelled (e.g. universal waste) and maintained in a leak free state. Each department disposes its hazardous waste through external contracting companies that specialize in hazardous waste management. Universal waste (such as used fluorescent tubes) will also be labeled with the accumulation date and must be disposed within one year. These are collected and handled by Building Maintenance. Used batteries are collected by the Environmental Health and Safety Office. Electronic waste is collected by the USD E-waste recycling center, who will process out any reusable equipment. All these items are safely removed from campus and disposed in line with regulatory requirements by external contracting companies that specialize in hazardous waste management. Relevant employees (Facilities Management as well as departments such as Chemistry and Biology) are formally trained in hazardous waste management and materials handling, coordinating with emergency services in case of emergencies, and emergency response plans.

The website URL where information about hazardous materials management is available:

http://www.sandiego.edu/facilities/facilities_services/environmental_and_health_safety/
Materials Exchange

Responsible Party

Arthur Atkinson
Manager
E-waste Collection Center

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:
Yes

A brief description of the program:
The Facilities Department and Procurement participate in conservation and recycling programs currently in operation throughout the campus that includes material recovery. This program redistributes and reuses surplus office supplies, equipment, & furniture. This ensures departments and offices around campus are utilizing existing furniture and supplies in storage instead of purchasing new desks, chairs, tables, etc.

The website URL where information about the program is available:
http://sites.sandiego.edu/sustainability/recyclingwaste/
Limiting Printing

Does the institution limit free printing for students in all computer labs and libraries?:

Yes

A brief description of how printing is limited:

Free printing is not available for students on campus in libraries or labs. 'Campus Cash' loaded on to the USD ID card must be used for printing. The ID card must be swiped at the printer to select and print the required pages. The cost of printing and the balance remaining on the card is shown, which acts to entice students to reconsider printing, particularly if it is a large print job. Single sided black and white printing costs $0.06 per page. There is a small discount to encourage double sided printing, and this costs $0.04 per page in black and white. Photocopying costs $0.10 per page.

The website URL where information about the program, policy, or practice is available:

http://www.sandiego.edu/library/services/printing_and_copying.php
Materials Online

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Submission Note:

See online Directory:
http://www.sandiego.edu/directory/

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

A limited number of course catalogs are available in print. All information regarding class schedules are online accessible via each student's MySanDiego portal. Directories are available online to find people, offices, and departments on campus.

The website URL where information about the practice is available:

http://www.sandiego.edu/catalogs/undergraduate/
Chemical Reuse Inventory

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
Yes

A brief description of the program:

The Chemistry Department maintains an updated inventory of the chemicals they use on their website accessible to users. Faculty and staff members who are responsible for ordering chemicals consult the list prior to ordering.

The website URL where information about the practice is available:
http://www.sandiego.edu/cas/chemistry/faculty/faculty_staff_resources.php
Move-In Waste Reduction

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Submission Note:

See also:
http://www.sandiego.edu/insideusd/?p=31504

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:

Each year, the Office of Sustainability partners with Residential Life to encourage a ‘Green-move in’ zero-waste goal, promoted by encouraging and assisting students to reduce waste generated in the move-in process. There were large numbers of recycling bins made available to recycle boxes etc. Items collected during Move-Out where available for purchase at the USD Electronics Recycling Center at heavily discounted prices.

The website URL where information about the program is available:
**Move-Out Waste Reduction**

**Responsible Party**

Paula Morreale  
Sustainability Coordinator  
Office of Sustainability

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

**Does the institution have a program to reduce residence hall move-out waste?:**  
Yes

**A brief description of the program:**

The University of San Diego Residential Life Department actively works to reduce move-out waste. There is a partnership between the San Diego Girl Scout troop and University of San Diego Residential Life Department to have collection bins provided throughout campus residential areas. These collection boxes are for students to donate any excess clothing, or other items conveniently, rather than throwing them away, thus reducing waste. These items are then donated to charities.

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

Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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Water Consumption

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

Submission Note:

The data used was the historical data from facilities.

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

Water consumption, 2005 baseline year:

142,344,515 Gallons

Water consumption, performance year:

76,281,040 Gallons

List the start and end dates of the water consumption performance year:

July 1 2012 - June 30 2013

On-campus residents, 2005:

2,339

Non-residential/commuter full-time students, faculty, and staff members, 2005:

5,149

Non-residential/commuter part-time students, faculty, and staff members, 2005:

2,066

On-campus residents, performance year:

2,541

Non-residential/commuter full-time students, faculty, and staff members, performance year:
Non-residential/commuter part-time students, faculty, and staff members, performance year:
2,015

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
August (fall) 2012 - September 2013

Indication of whether institution has a stated commitment to water use reduction goals:
---

A brief description of the plan of action to achieve water use reduction goals:
---

The website URL where information about the institution’s water conservation initiatives is available:
---
Criteria

**Part 1**

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects?** : Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations?** : Yes
A brief description of the institution's stormwater management initiatives:

USD employs “Best Management Practices” (BMP’s) to can stop pollutants from entering our storm drain system: dry clean-up methods for spills and outdoor cleaning, vacuuming, sweeping, and rags or dry absorbents are used instead of hosing down. Hazardous waste is properly labeled, stored, and disposed of.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:

http://www.sandiego.edu/documents/facilities/Fall_2013_SafetyReminders.pdf

Does the institution have a living or vegetated roof?:

Yes

A brief description of the institution's living or vegetated roof:

The roof of the SLP is a green roof planted with vegetation to reduce heat absorption, offset vegetation loss, and reduce the urban heat island effect. The building also features signage that communicates to students and serves as a reminder of its sustainability features to the hundreds of students and campus community that use it every day.

See:

http://sites.sandiego.edu/sustainability/groundsbuilding/

Does the institution have porous paving?:

---

A brief description of the institution's porous paving:

---

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

---

Does the institution have stone swales?:

No
A brief description of the institution's stone swales:
---

Does the institution have vegetated swales?:
No

A brief description of the institution's vegetated swales:
---

Does the institution employ any other technologies or strategies for stormwater management?:
No

A brief description of other technologies or strategies for stormwater management employed:
---
Waterless Urinals

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Building Water Metering

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
At least one building on campus meets this criteria.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Non-Potable Water Usage

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

Responsible Party

Charles Thomas
Grounds Supervisor
Grounds and Maintenance

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:
Two of the University’s gardens: the North Garden and The Garden of the Sea are maintained using xeriscaping techniques, using native and drought tolerant plants. In addition to this, the University owns part of Tecolote canyon, which is a nature preserve open to the public and students, consisting entirely of plants native to San Diego.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
Yes

A brief description of how weather data or sensors are used:
The University of San Diego uses a Rainbird irrigation system which is controlled based on satellite weather/climate information.

The website URL where information about the practice is available:
http://sites.sandiego.edu/sustainability/water/
Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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Sustainability Coordination

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

A Sustainability Task Force was charged to study the status of sustainability at USD, research best practices at other universities, and develop a strategic plan by March 2008. The result was their “Outline of Sustainability Initiatives,” which encompassed academics; outreach and community relations; auxiliaries; facilities operations; campus life; and executive decisions. The task force distilled this extensive outline into a proposed two-year action plan that highlighted the initiatives in each category that task force members considered to be most timely, important, or feasible. The task force specifically noted that implementing the action plan would require the guidance of a full-time director with sufficient authority and resources to take action. The university joined AASHE (Association for the Advancement of Sustainability in Higher Education), participated in both Focus the Nation and Earth Week, launched a newsletter, and began audits of energy and water use. Since 2010, the Sustainability Task Force meets regularly to provide input on the activities and goals of the Office of Sustainability.

Members of the committee, including affiliations:

Michael Catanzaro, Director of Sustainability
Paula Morreale, Administrative Assistant, Office of Sustainability
Scott Anders, Administrative Director, Energy Policy Initiatives Center
Dawn Anderson, Director, Procurement Services
Moises Baron, Assistant VP Student Affairs, Student Wellness
Michel Boudrias, Chair, Marine Science and Environmental Studies
Doug Burke, Director, Network Information Technology Services
The website URL where information about the sustainability committee is available:

http://sites.sandiego.edu/sustainability/task-force-membership/

Does the institution have a sustainability office?:

Yes

A brief description of the sustainability office:

The Office of Sustainability was formed in Fall 2009, stemming from the first cycle of Strategic Initiatives proposed by President Mary Lyons to make our campus more green and eco-friendly. The Sustainability Task Force first met in November 2007, charged to “inventory educational, research operations, facilities initiatives, and service learning experiences currently in place at USD that support sustainability and/or climate change programs; survey best practices at other universities; and develop a strategic plan by March 2008 that will encompass the elements of education, research, service, and operations.”

The Office of Sustainability currently has three full time staff members: Director, Energy Manager, and Sustainability Coordinator. This staff is designated to plan and implement sustainable practices across campus as well as apply innovative applications to improve sustainability. This office also helps the Be Blue Go Green Team on campus. This student group educates the USD and local community regarding various ways to be sustainable in your everyday life. They also run the compost and garden area behind Missions Crossroads, complete office and home energy assessments, and create awareness around being eco-friendly. The Office also employs three Graduate Assistants and a number of undergraduate interns.

The number of people employed in the sustainability office:
The website URL where information about the sustainability office is available:
http://sites.sandiego.edu/sustainability/who-we-are/

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Michael Catanzaro

Sustainability coordinator's position title:
Director of Sustainability

A brief description of the sustainability coordinator's position:
The Director of Sustainability is responsible for engaging in the university’s sustainability program to include the elements of education, research, service and operations including, but not limited to: day-to-day oversight of the Office of Sustainability’s twenty employees, operation of the Electronic Waste Recycling Center, and engagement with both external and internal partners.

The website URL where information about the sustainability coordinator is available:
http://sites.sandiego.edu/sustainability/who-we-are/
Strategic Plan

Responsible Party
Michael Catanzaro
Director
Office of Sustainability

Criteria
Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:
2,004

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:
The University of San Diego’s Strategic Plan consists of a set of strategic initiatives to be developed and implemented in two cycles. The first cycle is 2004 – 2008 and includes the priority initiatives, one of which is Sustainability. This deals with addressing the issues concerning sustainability on campus as well as developing a sustainability minded student population. The Office of Sustainability was one result of this initiative.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:
The first Cycle Strategic directions include:
1. USD will become a more culturally diverse and culturally competent community through recruitment at all levels, deepening
transborder and international educational partnerships, and involving students and faculty in international learning experiences.

2. USD will provide integrated learning experiences across educational contexts and contribute to the scholarly research on ethics to develop intentionally the leadership capacities of all students.

3. USD will be a powerful advocate for social justice and human rights through the establishment of the Joan B. Kroc School of Peace Studies and the recruitment of international scholars and peace practitioners.

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:**

The second cycle has the following directives, which relates to the financial sustainability of the schools as well as supporting greater economic sustainability via financially supporting qualified students who may be from underprivileged backgrounds, and reaching out and connecting globally with communities.

1. Student Learning and Outcomes
   The university will attract, retain, and support highly qualified, diverse students; promote their success through a rigorous, innovative, and interactive education; and enhance their employment and other post-graduate opportunities.

2. Faculty Teaching and Scholarship
   The university will attract, retain, and support an outstanding and diverse faculty, widely known and recognized externally for its teaching, scholarship, and engagement in addressing current and emerging issues of global concern.

3. Global Connections and Impact
   The university will enhance its reputation and reach by strengthening its connections with local, national, and international communities and its contributions to improving the global human condition.

4. Resource Enhancement and Economic Vitality
   The university will enhance its financial sustainability through increased endowment and external funding to advance institutional priorities and reduce dependence on tuition revenue.

**The website URL where information about the strategic plan is available:**

http://www.sandiego.edu/strategicdirections/
Physical Campus Plan

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:

Yes

A brief description of how the physical campus plan or amendment includes sustainability:

Sustainability is a prominent part of the USD Campus Master Plan. The 2009 Campus master plan includes sustainability as a central theme and outlines several initiatives aimed at achieving sustainability goals. They include the expansion of the open space framework, new development that is responsive to climate, transportation demand management and a more compact campus with an improved pedestrian experience. Also specifically mentioned are commitments to use campus resources more efficiently and protect natural environment and topography on campus property.

The year the physical campus plan was developed or adopted:

2,009

The website URL where the physical campus plan is available:

---
Sustainability Plan

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

The University has a comprehensive plan to move towards sustainability set out in the sustainability / Climate Change program task force report. The report was submitted initially on April 4, 2008, and the action plan was added on April 24, 2008. The action plan has been tracked and updated every year. The report was the result of the work of the sustainability task force comprising of students, employees and faculty. The task force held workshops and meetings to identify what USD was lacking in terms of sustainability from the perspective of students, employees and staff and set out a plan to achieve those which culminated in the report.

Chairs
Michel Boudrias (chair) Associate Professor: Marine Science and Environmental Studies
Andrew Gorrell (vice chair) undergraduate: Associated Students Director for Sustainability

Members
Scott Anders Director of EPIC: School of Law
Dawn Anderson Director: Procurement/University Copy and Graphics
Sandra Ciallella '87 Assistant Vice President: Development
Todd Headden JD Student: School of Law
Roy Heynderickx Vice President: Finance and Administration
Dayanne Izmirian Assistant Dean: Residence Life
Cel Johnson Executive Director: Institutional Research and Planning
Michael Lovette-Colyer Director: University Ministry
A brief description of the plan’s measurable goals:

The climate change aspect of this sustainability plan, is also set out in the partnership agreement (USD Energy Efficiency Program) with San Diego Gas and Electric, which provides the operational funding for sustainability activities of USD and operation of the Office of Sustainability. The initial scope of funding and work was for the time period between 2010 and 2012, and this has been extended till end of 2014. The description of the initiative is as follows:

The overall goal of the University’s Sustainability and Climate Change Initiative is to reduce Green House Gas emissions by creating a more sustainable Campus with a smaller environmental footprint.

Specific objectives to achieve that goal include:
1. Reduce overall energy consumption (kWh)
2. Reduce campus Demand (kW)
3. Reduce campus gas consumption (therms)
4. Increase use of renewable energy, both generated on-site and purchased, and
5. Educate campus audiences in identifying and adopting energy saving practices not only on campus, but also in their careers and homes.

Other measurable goals include:
Increasing and integrating sustainability into course offerings, programs and research
Purchase more sustainable products to reduce waste, measured by reduction of overall waste generated and increase in recycling
Establish an organizational structure to support campus sustainability efforts

A brief description of how progress in meeting the plan’s goals is measured:

Cutting our emissions and meeting energy conservation goals can be measured and tracked with systems that we have in place such as our energy management system, energy dashboard and by auditing on-going annual energy costs. We work closely with SDG&E who is our utilities provider, on sustainability initiatives.

Reducing waste by purchasing more sustainable products can be measured by reduction of overall waste generated and increase in recycling. This is done via regular waste audits.

The website URL where more information about the sustainability plan is available:
---

The year the plan was developed or last updated:
2,012
Climate Action Plan

Responsible Party
Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan’s long-term goals:

The campus works with the local utility (SDG&E) to set short and long-term goals and targets for energy efficiency and reducing GHG emissions. Currently, the university is in the midst of a 5-year $1,000,000 partnership with the goals of:

1) Reduce overall energy consumption (kWh)
2) Reduce campus demand (kW)
3) Reduce campus gas consumption (therms)
4) Increase use of renewable energy, both generated on-site and purchased, and
5) Educate campus audiences in identifying and adopting energy saving practices not only on campus, but also in their careers and homes.

A brief summary of the climate plan’s short-term goals:

Energy savings (and corresponding GHG reduction of)
900,000 kWh in both 2013 and 2014
50,000 Therms saved in both 2013 and 2014
Demand reduction of 500 kW in both 2013 and 2014

Year the climate plan was formally adopted or approved:

2013
An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
Scope 2

The reduction level (percentage) institution has committed to:
Through energy savings commitments the university has pledged to lower their Scope 2 emissions by 6.5% by 2015.

The baseline year the institution used in its GHG emissions commitment:
Jan. 1, 2004

The baseline emissions level institution used in its GHG emissions commitment:
2005

The target year the institution specified in its GHG emissions commitment:
Jan. 1, 2015

The website URL where information about the climate plan is available:
http://sites.sandiego.edu/sustainability/files/2013/02/USD-Partnership-Agreement-Amendment-.pdf
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities
Diversity and Equity Coordination

Responsible Party

Esteban Del Rio
Director
Center for Inclusion & Diversity

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

No

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

---

Members of the committee, including job titles and affiliations:

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The website URL where information about the diversity and equity committee is available:

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Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:

The USD Center for Inclusion and Diversity is committed to advancing difference and mutuality at the University of San Diego in the broadest sense by providing the catalyst, support, collaboration, and accountability necessary to recruit, retain, and develop a diverse and inclusive university community. This is done via promotion of diversity recruitment of student staff and faculty and by providing resources such as grants.

The CID offers a limited number of grants each semester that fund novel and innovative on-campus projects and initiatives from faculty, administrators, staff, and students from all areas of the University. The grants may be funded at a maximum of $1,000. The purpose of the grants is to support the purpose and mission of the CID
The number of people employed in the diversity office:
2

The website URL where information about the diversity and equity office is available:
http://www.sandiego.edu/inclusion/about.php

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Esteban Del Rio

Diversity coordinator's position title:
Associate Provost, Inclusion and Diversity

A brief description of the diversity coordinator's position:
As Associate Provost, Inclusion and Diversity, Dr Del Rio plays a key role in ensuring a high degree the diversity of USD's student, staff and faculty community, and channeling this diversity to enrich the University as a whole.

The website URL where information about the diversity and equity coordinator is available:
http://www.sandiego.edu/cas/about_the_college/faculty/biography.php?ID=83
Measuring Campus Diversity Culture

Responsible Party

Lanee' Battle Johnson
Executive Assistant
Ctr for Inclusion & Diversity

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

The Center for Inclusion and Diversity utilizes on-going focus groups to detect and analyse issues relating to diversity on campus and student attitudes towards campus diversity, which is then used to drive policy.

Year the assessment was last administered:

2,012

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Once any diversity related issues are identified policies are devised and promoted to address any short falls. For an example, In December of 2012, a focus group was formed to solicit feedback from USD Black Students regarding their overall experience here on campus. After 3 months or more of interviewing over 30 + students, 5 recommendations were identified. These recommendations have been brought to the attention of the Provost & Student Affairs. If and when these recommendations are approved, there will be en established timeline to determine what items would be a priority.

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

---
Support Programs for Underrepresented Groups

Responsible Party

Esteban Del Rio
Director
Center for Inclusion & Diversity

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

Submission Note:

Also refer to
Rainbow Educators
http://www.sandiego.edu/unitedfront/leadership/rainbow_educators/

Safe Space Allies
http://www.sandiego.edu/unitedfront/programs/safe_space_allies/

Student Associations
https://sandiego.collegiatelink.net/organizations

Diversity “Circle of Excellence” Scholarships
http://www.sandiego.edu/catalogs/undergraduate/financial_aid.php

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

The University of San Diego provides counseling, affinity groups and peer support programs for underrepresented groups. The Rainbow educators program works to build awareness of Lesbian, Gay, Bisexual and Transgender (LGBT) issues within the campus community, through workshops and other activities in order to create a safe, just and equal environment for all on campus. The ‘Safe Space Allies’ program trains volunteers among students faculty and staff to become safe space allies that provide peer support and counseling to LGBT students or other students from potentially marginalized groups.
The University offers Diversity “Circle of Excellence” Scholarships for students who have the potential to advance diversity and inclusion in the University community.

There are several campus clubs (such as multicultural clubs) which are affinity groups that provide peer support to minority students and connect them both with others from their community as well as the wider campus community to share their culture and promote diversity. These include the Asian Student Association, Black Student Union, Association of Chicana Activists, Filipino Ugnayan Student Organization, Chinese Language Union, and Muslim Student Association.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

The safe space ally support service is also available to faculty. They can also be trained as safe space allies.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

The safe space ally support service is also available to staff. They can also be trained as safe space allies.

The website URL where more information about the programs in each of the three categories is available:

http://www.sandiego.edu/unitedfront/programs/safe_space_allies/
Support Programs for Future Faculty

Responsible Party

Esteban Del Rio
Director
Center for Inclusion & Diversity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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 programs 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:

The USD Faculty recruitment toolkit outlines the campus policies and guidelines to be followed during the recruitment process to ensure a diverse faculty. It recognizes the historically small percentages of Hispanic, black and other minority doctoral/post-doctoral candidates. It focuses on eliminating space for recruiting bias, using a diverse recruiting team (in terms of gender, age, background, etc) and increasing the support given to new faculty to especially encourage eligible doctoral/post doctoral candidates from underrepresented groups to become faculty. Support provided includes mentoring from senior faculty, and support networks.

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

Affordability and Access Programs

Responsible Party

Esteban Del Rio
Director
Center for Inclusion & Diversity

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

Submission Note:

See also:
http://www.sandiego.edu/upwardbound/about/

"---" 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 the institution’s participation in federal TRIO programs:

The University of San Diego TRiO: Upward Bound program is one of over 700 Upward Bound programs nationwide that assist eligible high school students to achieve their dreams of persisting in and graduating to higher levels of education. The students that Upward Bound serves must come from low-income families (with incomes at or below 150% of poverty as defined by the U.S. Department of Education) and/or are first generation potential college students (neither parent/guardian has earned a bachelor's degree).

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound aims to increase the
rates at which participants complete secondary education, enroll in, and graduate from institutions of post-secondary education.

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

The university offers scholarships, work study, and other grant opportunities for recruit and retention policies. The Diversity Scholarships (Circle of Excellence) are awarded to incoming first-time freshmen based on superior academic achievement, test scores, leadership, service, talent, and other personal qualities and are generally reserved for underrepresented undergraduates who have financial need.

A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

---

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

---

A brief description of the institution's scholarships for low-income students:

Diversity Scholarships (Circle of Excellence) are awarded for students from underrepresented backgrounds with financial need.

Awards are automatically determined by the Office of Undergraduate Admissions. The student's admission application is the application for the scholarships. These are awarded to incoming first-time freshmen based on superior academic achievement, test scores, leadership, service, talent, and other personal qualities. The scholarship is generally reserved for underrepresented undergraduates who have financial need. The scholarship amounts are up to full tuition.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

The Office of Financial Aid and One Stop Center offer students and their families a myriad of resources to help guide them through USD. Financial Aid maintains an up to date website with a guide how to apply and reapply for financial aid, mandates that all incoming students and their families receiving any form of financial aid attend an informational during Orientation, publishes a newsletter, and sends frequent email updates.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

The University of San Diego prides itself on being a diverse and inclusive community. By bringing together students from different cultural, religious and economic backgrounds, USD helps foster a respectful and trusting environment. USD targets students of diverse and low-income backgrounds through its admissions process, in addition to partnering with on-campus organizations to offer and host high school students of diverse backgrounds for recruit visits. The Office of Undergraduate Admissions also hosts special tours and informational days for underrepresented groups on campus.
A brief description of the institution’s other admissions policies and programs:
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A brief description of the institution’s other financial aid policies or programs:
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A brief description of the institution’s other policies and programs not covered above:
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The website URL where information about programs in each of the areas listed above is available:
http://www.sandiego.edu/financialaid/scholarships/university_scholarships.php
Gender Neutral Housing

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:
Yes

A brief description of the program, policy, or practice:
USD offers Housing options that include single rooms in co-ed floors/buildings. While not specifically intended or designated for transgender or transitioning students these single occupancy rooms meets the privacy and gender neutrality requirements that transitioning and transgender students may have. Students have the following single occupancy housing options:
For undergraduate students: Maher hall, Manchester Village
For Graduate Students: Manchester Village, Presidio Terrace Apartments

The website URL where information about the program, policy, or practice is available:
http://www.sandiego.edu/residentiallife/
Employee Training Opportunities

Responsible Party

Esteban Del Rio
Director
Center for Inclusion & Diversity

Submission Note:

Also refer to

Information on the United Front Multicultural Center at
http://www.sandiego.edu/unitedfront/programs/

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

Does the institution make cultural competence trainings and activities available to all employees?:

Yes

A brief description of the cultural competence trainings and activities:

The Center for Inclusion and Diversity and the United Front Multicultural Center offer activities and programs to promote cultural vibrancy and understanding in the campus community, such as hate crimes awareness, LGBT issues, and multicultural events.

The website URL where information about the trainings and activities are available:

http://www.sandiego.edu/inclusion/
Student Training Opportunities

Responsible Party

Esteban Del Rio
Director
Center for Inclusion & Diversity

Submission Note:

Also refer to the United Front Multi-cultural Center for the Rainbow Educators Program.

Information on the United Front Multicultural Center at
http://www.sandiego.edu/unitedfront/programs/

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

Does the institution make cultural competence trainings and activities available to all students?:

Yes

A brief description of the cultural competence trainings and activities:

The Center for Inclusion and Diversity and the United Front Multicultural Center offer activities and programs to promote cultural vibrancy and understanding in the campus community, such as hate crimes awareness, LGBT rights, and multicultural events.

The website URL where information about the trainings and activities are available:

http://www.sandiego.edu/inclusion/
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

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**Sustainable Compensation**

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**Responsible Party**

Janie Carolin  
Director of Compensation and Benefits  
Human Resources

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**Criteria**

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the 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

**Total number of employees working on campus (including contractors):**  
2,285

**Number of employees (including contractors) that the institution ensures earn sustainable compensation:**  
2,285

**A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:**

At the University San Diego compensation for staff and faculty are provided according to a tiered pay grade system taking into account factors such as comparability of various duties, regulatory requirements concerning minimum wages, the need to offer competitive wages to attract and retain the best employees, and the local average salary and living cost levels. Human Resources annually review all staff and faculty pay grades and adjust them accordingly taking into account all of the above factors including local cost of living and regional average salary levels. Also taken into account is USD’s not-for profit status. Furthermore, if funds are available, at the end of every academic year employees who earn below the maximum level of pay in their grade who has performed to an acceptable level are given a salary increase. As for contractors, the salaries are negotiated individually, and thus the contractor has a say in the salary that they will be
earning, and has the ability to negotiate to match their needs. Therefore it can be considered that USD provides sustainable compensation to its employees.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,011

The website URL where information about the institution’s compensation policies and practices is available:
http://www.sandiego.edu/hr/benefits_compensation//compensation_philosophy.php
Employee Satisfaction Evaluation

Responsible Party

Karen Briggs
Assistant VP & Chief Human Resources Officer
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

A copy of the survey is available here:


More information about the UT San Diego Top Workplaces awards program can be found here

http://www.utsandiego.com/topworkplaceawards/

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

University of San Diego has recently carried out an employee satisfaction survey, which was done as part of the San Diego Union Tribune’s “Top Work Place in San Diego 2013” awards program. This is done in conjunction with the Workplace Dynamics Partnership, which prepared the survey. USD was invited to participate in the survey after being nominated for the awards by an employee. The Survey was sent to 1487 full-time and 145 part time employees. It mostly uses semantic scaling and enable the employee to provide their opinion on how the work place and culture functions and rate their satisfaction level based different parameters such as work place attitudes, culture, organization, promotion, pay, etc.

USD plans to carry out such a survey once every several years and address any concerns raised.

The year the employee satisfaction evaluation was last administered:

2,013
The website URL where information about the institution’s employee satisfaction evaluation process is available:
Staff Professional Development in Sustainability

Responsible Party

Greg Zackowski
Director, Outdoor Adventures & Sustainability Programs
Outdoor Adventures

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

See also:

http://www.sandiego.edu/facilities/facilities_services/environmental_and_health_safety/class_sc hedule.php

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

Does the institution make training and professional development opportunities in sustainability available to all staff?: Yes

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

The University of San Diego Human Resources provides training and professional development opportunities for all staff, which include sustainability related training through the USD Outdoors Program. All staff are also able to attend the training and other events hosted by various campus institutes such as the Center for Peace and Commerce, which organizes many sustainability and related events and educational workshops every year.

Examples:

The USD Outdoor Adventures program is open to all staff as well as students. This program has a recreation as well as a sustainability focus, with its ‘leave no trace’ ethos. It builds awareness through facilitating participants to experience and enjoy the natural environment,
as well is through its participation in the ‘Environmental Network’ consisting of groups on campus working to further sustainability. Participating in the Outdoor Adventures program allows staff members to connect with this network, learn about sustainability issues and participate in related activities.

New staff orientation conducted by the Human Resource department includes information on sustainability initiatives and benefits such as transportation savings accounts (for use on public transport), Discounted bus and trolley passes and fresh air parking permits (a free parking permit to park 16 days on campus for staff and students that use alternative, sustainable transport 80% of the time or more). They promote sustainable behavior by new staff.

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

http://www.sandiego.edu/oa/about/
Sustainability in New Employee Orientation

Responsible Party

Karen Briggs
Assistant VP & Chief Human Resources Officer
Human Resources

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

University of San Diego has included sustainability in the new employee orientation program for several years, mainly in terms of responsible waste management (recycling, utilizing the on campus electronic waste recycling center) and sustainable transportation. This is currently being updated by the Office of Sustainability for launch in early 2014. Now this component of orientation will also cover responsible energy use (such as remembering to turn off lights, not use space heaters in offices, unplugging appliances, etc.), Zero Waste (waste generation minimization as well as responsible waste disposal), cycling and electric vehicle charging facilities on campus, responsible water use and using reusable bottles and coffee mugs).

New employees will receive literature that provides this information, as well as it being explained by the trainer and accessible online on the Office of Sustainability's website.

The same items will be covered in periodic peer training programs as a refresher.

The website URL for the information about sustainability in new employee orientation:

---
Employee Sustainability Educators Program

Responsible Party

Anne Keicher
Graduate Assistant - Zero Waste
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution:
1,521

Program name (1st program):
Zero Waste Gurus

Number of employees served by the program (1st program):
1,521

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

All employees are offered the chance to become a Zero Waste Guru through web-based advertisements, Zero Waste workshops, and the USD Office of Sustainability website. All Zero Waste Gurus are self-selected.

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

All Zero Waste Gurus undergo an hour-long, in-person training program giving a holistic overview of Zero Waste. The training begins with a waste separation activity to educate employees about what materials are recyclable. The training continues by inviting employees to think about what they currently waste and how they can potentially cut back on consumption. Employees are then given online resources needed to answer any questions peers may have. At the end of the training, employees take a quiz to demonstrate their knowledge on waste separation, complete a Zero Waste Guru pledge, and receive a small placard with their Zero Waste Guru designation.

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

The USD Office of Sustainability provides all advertising and materials necessary for training. Additionally, it provides resources to help offices increase their diversion rates and staff consultation.
The website URL where information about the program is available (1st program):
http://sites.sandiego.edu/sustainability/zero-waste/

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

A brief description of how the employee educators are selected (2nd program):
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A brief description of the formal training that the employee educators receive (2nd program):
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A brief description of the financial or other support the institution provides to the program (2nd program):
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The website URL where information about the program is available (2nd program):
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Program name(s) (all other programs):
---

Number of employees served by the program(s) (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):
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A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):
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The website URL where information about the program(s) is available (all other programs):
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**Childcare**

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**Responsible Party**

Jacqueline Kennedy  
Director  
Manchester Child Development Center

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

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**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 students, faculty, and staff?:**  
Yes

**A brief description of the child care program, policy, or practice:**

The Manchester Child Family and Child Development Center is an on campus child care and development facility that caters to the child care needs of staff, students and faculty.

**The website URL where information about the program, policy, or practice is available:**

http://www.sandiego.edu/soles/centers-and-research/mfcdc/
Employee Wellness Program

Responsible Party

Adrianna Garcia
Human Resources Generalist
Human Resources

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:
The University of San Diego’s strength and success depends on our valued employees; therefore Being Well @ USD was created by the department of Human Resources. USD wants to make sure that our workplace helps employees maintain and/or improve their health. We believe that the everyday choices we make can help us live healthier and happier lives, both at work and at home. The mission statement of Being Well @ USD is to create a supportive environment for our USD community that encourages a healthy lifestyle encompassing the emotional, environmental, financial, intellectual, occupational, physical, social and spiritual components of being well. Being Well @ USD is committed to providing opportunities for the USD community to live a healthy and balanced lifestyle.

This new program provides several wellbeing services for employees. These include wellbeing information provided on the USD Wellness website and regular “Being Well @ USD” sessions. The Being Well @ USD website has content specifically targeting employee wellness issues. Under each Being Well component, information is provided as well as links to internal and external resources that will help in improving wellness in this area. The “Being Well @ USD” sessions are free interactive workshops with internal and external presenters discussing topics such as making healthy choices, personal fitness goals and making behavioral changes.

The website URL where information about the program, policy, or practice is available:
http://www.sandiego.edu/hr/employee_relations/being_well/index.php
Socially Responsible Retirement Plan

Responsible Party

Janie Carolin
Director of Compensation and Benefits
Human Resources

Submission Note:

More information of CREF Social Choice:

More information on Calvert Equity A:

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

Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:
University of San Diego offers socially responsible investment options with both its employee retirement plans. The two retirement plans are with Fidelity and TIAA-CREF. Fidelity offers Calvert Equity A as its socially responsible option and CREF offers CREF Social Choice.

The website URL where information about the program, policy, or practice is available:
http://www.sandiego.edu/hr/benefits_compensation/retirement_benefits.php
This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

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Committee on Investor Responsibility

Responsible Party

Steven Heath
Treasury and Financial Systems Manager
Finance

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

Submission Note:

Seeking the credit based on the premise that the investment committee operates according to the investment policy statement and the following passage from the criteria for this credit from the STARS Technical Manual:

"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."

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns:

From investment guidelines:

Social Responsibility

It is important to recognize that the University has a moral and fiduciary responsibility to pursue a reasonable rate of return, with appropriate diversification and risk, on its portfolio, in order to support its mission and goals. Within this context, the Committee will
consider factors other than investment return in its investment choices in order to reflect the University’s social and ethical principles, and will take proactive steps to invest in ways that are consistent with these principles wherever reasonably possible. In its consideration of its social responsibility in investing, the Committee will evaluate: 1) the exclusion from the portfolio securities of firms whose policies are contrary to the values the University adopts; 2) the investment in firms that demonstrate a high level of social concern; and 3) the influencing of the social behavior of invested firms through the exercise of ownership rights.

The University’s mutual funds, commingled accounts or limited partnerships are only managed according to their prospectus and limited partnership agreements, so customization of guidelines is generally not possible for these investments. The Committee will not knowingly invest commingled funds with any manager whose stated strategy is inconsistent with our principles.

Members of the CIR, including affiliations:

Investment Sub-committee members

Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:

Shareholder Advocacy

Responsible Party

Steven Heath
Treasury and Financial Systems Manager
Finance

Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:

No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Has the institution conducted a negative screening of its entire investment pool within the last three years?:

Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years:

We perform negative screenings of direct investments in relation to our social responsibility clause and regularly monitor direct investments. Any new investment managers are expected to adhere to our clause and if/when a questionable investment comes up they are to contact us. This has happened at least once in the last year.
We also hold many comingled funds (hedge, LP’s, etc) that don’t always share the underlying investments and of which we have no direct control. However, we share our social responsibility clause with all potential investment managers and monitor those that we have direct control over on a regular basis.

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

---
Positive Sustainability Investments

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student-Managed Sustainable Investment Fund

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:

Yes

A brief description of the sustainable investment policy:

From investment guidelines:

"Social Responsibility

It is important to recognize that the University has a moral and fiduciary responsibility to pursue a reasonable rate of return, with appropriate diversification and risk, on its portfolio, in order to support its mission and goals. Within this context, the Committee will consider factors other than investment return in its investment choices in order to reflect the University’s social and ethical principles, and will take proactive steps to invest in ways that are consistent with these principles wherever reasonably possible. In its consideration of its social responsibility in investing, the Committee will evaluate: 1) the exclusion from the portfolio securities of firms whose policies are contrary to the values the University adopts; 2) the investment in firms that demonstrate a high level of social concern; and 3) the influencing of the social behavior of invested firms through the exercise of ownership rights.

The University’s mutual funds, commingled accounts or limited partnerships are only managed according to their prospectus and limited partnership agreements, so customization of guidelines is generally not possible for these investments. The Committee will not knowingly invest commingled funds with any manager whose stated strategy is inconsistent with our principles."

The website URL where information about the policy is available:

Investment Disclosure

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

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

From the institution:

The university offers a free electronic waste recycling drop off for all USD employees, students and to the general public. In addition to e-waste, the center also accepts old batteries, light bulbs, and ink cartridges, all of which are recycled free of charge. The center is conveniently located next to campus and open six days a week for easy drop off. This service provides education to the public regarding safe and sustainable ways to dispose of their old electronic waste opposed to dumping the waste in landfills and polluting the earth. The Office of Sustainability includes green tips of the month in their monthly newsletter. This newsletter is sent out to all USD employees and is also available on their website.

Credit

Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers’ Market
Community Sustainability Partnerships

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

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

Submission Note:

Also see

SDMP
http://www.sandiego.edu/csl/casa/microfinance/about.php

Work with Schools
http://www.sandiego.edu/csl/youth/USD-CSLMIAProgram.php

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

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

USD Center for Community Service-Learning works with many schools including Holy Family, Linda Vista Elementary, Montgomery (Special Education) and Twain High School. We also work with children through non-profits such as YMCA. Several of these schools are in lower socio-economic areas. The center also works with communities through The San Diego Microenterprise Project (SDMP). In this we work with other organizations such as San Diego Microfinance Alliance and our community partners La Maestra, ACCESS, and Via International to promote economic recovery and community development via micro enterprises and microfinance We provide experiential learning opportunities and micro-finance education.

USD is a part of the San Diego Climate Collaborative where we work with the City of San Diego, the County of San Diego, the City of Chula Vista, Port of San Diego and other government institutes and various organizations to advance sustainability in the San Diego region.
The website URL where information about sustainability partnerships is available:
http://www.sdclimatecollaborative.org/the-collaborative/
Inter-Campus Collaboration on Sustainability

Responsible Party
Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

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

"---" 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:

University of San Diego does not have any formal publications or guides for use by other Universities. However, The Office of Sustainability has several regular publications and other resources that can be made available to other institutions when requested. We collaborate with other institutions to develop both their sustainability and ours.

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

AASHE
Ashoka U
Recycle Mania
Sierra Club

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

We work with other universities such as UCSD through the SDG & E sustainability grants program and we have also collaborated with institutions such as Point Loma Nazarene College, UC Irvine, Harvard and University of San Francisco in various initiatives and events. USD has advised other colleges with regards to improving their sustainability programs and have regularly shared our experiences at the AASHE conference.

Examples of past collaboration with other universities include:
1. Challenge and collaboration to create a micro finance club with Point Loma Nazarene University
2. Advised UC Irvine with improving their waste program

3. Work with Harvard University to promote Recyclable Media

4. Collaboration with University of San Francisco to create their sustainability department

5. Share information with other institutions through conferences such as the AASHE Conference

The website URL where information about cross-campus collaboration is available:
---
Sustainability in Continuing Education

Responsible Party

Adriana Serrano Guemez
Program Manager
Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

Submission Note:

See also:
https://www.sandiego.edu/about/news_center/press_releases/?_focus=659

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered :
24

Total number of continuing education courses offered:
159

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program:

USD offers a Certificate in Non-Profit Management, in collaboration with the School of Leadership and Education Sciences and The School of Business Administration. This consists of 8 graduate level course such as Advocacy for Change, which helps build skills
required by those entering the non-profit management field in causes including the people, planet, peace and prosperity aspects of sustainability.

Another continuing education program in sustainability is the Certificate in Land Use and Sustainable Community Development offered by the USD Burnham Moores Center. The Certificate in Land Use and Sustainable Community Development is a comprehensive program for professionals interested in better understanding the mandated, complex and time-consuming processes that are involved in land use decisions. The program will help clarify the entitlement and permitting process, as well as the environmental impact assessment. The program will also help participants understand how to incorporate sustainable measures in their projects through site planning, building design and energy-efficient approaches.

Year the certificate program was created:

2,013

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

http://pce.sandiego.edu/public/category/programStream.do?method=load&selectedProgramAreaId=16305&selectedProgramStreamId=19863606
Community Service Participation

Responsible Party

John Loggins
Associate Director
Community Service Learning

Criteria

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

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

Submission Note:

The statistics for student participation in community service is recorded without regard for full-time/part-time status. Therefore the number of total students for the 2011-2012 year (latest year on record) is used.

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

The number of students engaged in community service:
6,467

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
8,317

The website URL where information about the institution’s community service initiatives is available:
http://www.sandiego.edu/csl/casa/
Community Service Hours

Responsible Party

John Loggins
Associate Director
Community Service Learning

Criteria

Institution engages students in community service, as measured by 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 statistics for student participation in community service is recorded without regard for full-time/ part-time status. Therefore the number of total students for the 2011-2012 year (latest year on record) is used.

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

The number of student community service hours contributed during a one-year period:
347,782

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
8,317

The website URL where information about the institution’s community service initiatives is available:
http://www.sandiego.edu/csl/casa/
Sustainability Policy Advocacy

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution advocates for federal, state, 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.

Submission Note:

See also:
http://www.sdclimatecollaborative.org/the-collaborative/

http://www.sandiego.edu/climate/

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

Has the institution advocated for federal, state, and/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, bills, and ordinances for or against which the institution has advocated:

USD does not lobby or advocate for specific policies. However USD assists in the promotion of sustainability policy at state and federal level through objective research done by the Energy Policy Initiatives Center to inform decision makers. The Energy Policy Initiatives Center (EPIC) is a non-profit academic and research center of the USD School of Law that studies energy policy issues affecting the San Diego region and California. EPIC integrates research and analysis, law school study, and public education, and serves as a source of legal and policy expertise and information in the development of sustainable solutions that meet our future energy needs.

Mission

EPIC's mission is to:
1. Educate the public and public officials concerning energy issues and policies;
2. Provide law school courses in the subject matter, including those for law training by current practitioners, and allowing use of law students to conduct research for the benefit and progress of the program; and,
3. Research and issue detailed empirical and analytical reports on energy trends, policy options and implications to inform public decision makers.
Past Projects Include:

(2012)
Appliance Standards in California
Sponsor: California Energy Commission
Summary: The EPIC Energy Law and Policy Clinic conducted research for the CA Energy Commission (CEC) related to appliance standards for specific devices in California.
Deliverable/Product: Confidential final report and presentation to CEC legal staff.

(2011)
Renewable Energy on Transmission Lines
Sponsor: California Public Utilities Commission
Summary: The EPIC Energy Law and Policy Clinic conducted research for the CA Public Utilities Commission (CPUC) related to the ability of regulators to reserve capacity on transmission lines for renewable energy.
Deliverable/Product: Confidential final report and presentation to CPUC commissioners, administrative law judges, and staff.

(2006)
Smart Grid
Sponsor: SDG&E and UCAN
Summary: EPIC lead a team of technical consultants to conduct the San Diego Smart Grid Study, one of the first in the nation to apply the Smart Grid concepts developed by the U.S. Department of Energy’s Modern Grid Initiative to a specific region. The study provides preliminary analysis to determine the technical feasibility and cost effectiveness of implementing Smart Grid technologies and strategies in the San Diego Region. The objectives of the study are to (1) determine whether the future economic and regulatory climate in the San Diego region could accommodate or necessitate a Smart Grid, (2) determine the portfolio of technologies that could implement a Smart Grid, and (3) conduct a cost-benefit analysis to determine whether implementing a Smart Grid would be cost effective for the region.
Deliverable/Product: Smart Grid Study Final Report

USD is also apart of the Climate Collaborative: San Diego Region, that supports the sharing of best practices in climate action planning. Additionally, USD is home to the Climate Education Partners: San Diego Region which studies and educates local leaders how we can prepare for and even reduce those impacts, as individuals and as a community.

The website URL where information about the institution’s advocacy efforts are available:
http://www.sandiego.edu/epic/about/
Trademark Licensing

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

Submission Note:

USD is a designated Fair Trade Campus and purchases its coffee from Ryan Bros (Fair Trade certified). We are also committed to using local suppliers, currently those within a radius of 150 miles, which is in the process of being further reduced.

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

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

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

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

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

A brief description of the practice:

Along with the traditional academic transcript, USD also issues a Student Learning and Development Transcript which is a unique web–based transcript system that is highly student and employer friendly. This captures the student’s overall college experience – internships, athletics, student clubs and organizations, community service, part–time employment, leadership, etc. Information is provided by students and is collated and entered into the transcript by the institution. Community Service that is a course component is included in the academic transcript as a "C" credit.

The website URL where information about the practice is available:
http://www.sandiego.edu/usdcss/programs/transcript/
Farmers' Market

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

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<td>Innovation 4</td>
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</tbody>
</table>
Innovation 1

**Responsible Party**

Arthur Atkinson  
Manager  
E-waste Collection Center

**Criteria**

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

**Submission Note:**

While STARs already have a credit for campuses that have a facility to responsibly process and recycle E-waste produced by the Institution, staff and students, The USD E-Waste center goes beyond the requirements of this credit’s criteria by serving the wider San Diego community as well. The center also offers pick-up services for community members who cannot bring and drop off their E-waste themselves, to act as an additional incentive to encourage the entire San Diego community to recycle their electronic waste.

"---" indicates that no data was submitted for this field
A brief description of the innovative policy, practice, program, or outcome:

The University of San Diego’s E-waste center helps reduce the greenhouse gases, and landfill waste generated by the community as well as recycling E-waste produced by students, staff and the institution.

The E-waste Center collects unwanted electronics from the community and recycles them. The usable components in these electronics are separated and sold, and the rest is processed and sent for recycling. This reduces landfill waste, hazardous waste, and greenhouse gas emissions of the community. As the ownership of these material is transferred to the E-waste center, the emissions reductions once they are recycled safely is ‘owned’ by USD.

The E-waste center is managed as a non-profit and employs students, who can use the opportunity to earn and income while learning about recycling electronic waste.

A letter of affirmation from an individual with relevant expertise:

USD Innovation Letter.pdf

The website URL where information about the innovation is available:

http://sites.sandiego.edu/sustainability/e-waste/
Innovation 2

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

The Climate Education Partners is a project funded by the National Science Foundation to study the views, values and perspectives of leaders regarding climate change and its impacts on the region. The goal of the project is to develop a strategic plan for effectively communicating climate science and policy with the public. The completed strategic plan will be incorporated into a proposal for additional funding by the National Science Foundation for implementation.
Project Vision
The overall vision of the project is to fill a void in climate science education by:

Creating and expanding an innovative and interdisciplinary partnership.
Assessing current climate change knowledge in the San Diego region.
Collaboratively developing a strategic plan to shift climate change knowledge and behavior in the San Diego region.

Approach
The Partnership has chosen an innovative approach by involving regional leaders in an ongoing dialogue about climate change and its impacts. This effort is meant to inform the development of an effective strategic plan which can impact the short- to mid-term by increasing awareness of climate-related issues among the general public in the San Diego region and empowering decision-makers to support climate-friendly policies.

Purpose
The Climate Education Partners is developing a theory-based climate change education and communication program that empowers San Diego regional leaders and their community members to make changes that will enable San Diegans to adapt to and lessen the impact of climate change in our region.

With the support of the National Science Foundation, local scientists from the University of San Diego, California State University, San Marcos, and Scripps Institution of Oceanography, in partnership with The San Diego Foundation and The Steve Alexander Group, are working together with community leaders to create a climate education movement with innovative and targeted messages for the groups they represent in the San Diego region.

A letter of affirmation from an individual with relevant expertise:

USD Innovation Letter.pdf

The website URL where information about the innovation is available:

http://www.sandiego.edu/climate/team.php
Innovation 3

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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A brief description of the innovative policy, practice, program, or outcome:

University of San Diego has partnered with the City of San Diego, City of Chula Vista, County of San Diego, Port of San Diego, The San Diego Association of Governments, the San Diego Foundations and San Diego Gas & Electric Company to establish the San Diego Climate Collaborative. This initiative, based at University of San Diego with its Sustainability Director as vice chair, works to advance sustainable development in the region by academia, with government and stakeholders to develop and implement solutions to sustainability challenges. A full time Climate Collaborative Program Manager was hired November 2013 to grow and elevate the program. A brief outline of the Climate Collaborative is below.
Purpose: a regional forum for public agencies to share expertise and leverage resources to facilitate climate action planning

Partners: academia, non-profit organizations, businesses and community leaders

1. Address and prevent the harmful effects of climate change;
2. Promote a high quality of life for the San Diego region; and
3. Foster a green and growing economy

Objectives

- Showcase the region's energy efficiency and sustainability leadership
- Reduce regional greenhouse gas emissions and prepare for local climate change impacts
- Facilitate the design and implementation of robust climate action plans
- Link regional efforts together and pursue joint programs and projects
- Communicate progress on climate action planning implementation efforts
- Provide opportunities to engage and connect diverse stakeholders
- Help build internal capacity within public agencies through networking, training and leveraging resources

Lessons learned – we realize the need to be recognized for all the work we’re doing in this region

We’re lucky to have a great working relationship on with the LGs as well as with orgs like USD, SDGE, TSDF, CleanTECH, etc. which is resulting in great advancement in climate change issues.

Having an overarching brand gives us a voice in bigger discussions (state/fed level) and hopefully presents us as a good investment for funding

Successes – need to engage private sector as well as public (fed, state, local). We can do more.

Barriers – complexity of issues (consider how complex the issue is for insurance, and that is just one issue) – ex. understanding science, comprehending a long-term planning horizon, concerns with impacts to business, funding (and staff availability) for ongoing efforts

OUTCOMES: Climate Action Planning Process in the San Diego Region by SD Foundation

A letter of affirmation from an individual with relevant expertise:

USD Innovation Letter.pdf

The website URL where information about the innovation is available:

http://www.sdclimatecollaborative.org/the-collaborative/
Innovation 4

Responsible Party
Juan Rivas
Assistant Director Change Maker Hub
Provost

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

The Changemaker Hub was launched Fall 2011 as a campus-wide manifestation of the University of San Diego’s commitment to its mission and values, and to promote entrepreneurship, collaboration, and innovation for positive social change by linking occurring initiatives at USD, as well as developing new ones. The Hub was created from the changemaker campus designation from Ashoka U that catalyzes social innovation in higher education through a global network of entrepreneurial students, faculty and community leaders. The Changemaker Hub includes all USD educators, students, staff, and community members. It operates in partnership with Ashoka U and all of the Changemaker campuses.
The Changemaker Hub is an inclusive office that connects people and initiatives for social change, serves as a collaboration mechanism for developing and supporting initiatives, and is an enabler of innovation and creativity. Within the Hub is a Core Group, Faculty Champions, and a Student Committee that help lead the way in transforming the campus into changemakers and social entrepreneurs. The Changemaker Hub supports students through student scholarships to students with financial need and who embody the mission of the Changemaker Hub and University. Changemaker Fellows are also appointed during the summer to support students through stipends to carry out changemaker work in the community and on campus. The Hub also hosts a Changemaker Challenge every year uniting the campus community around a common theme and encourages all students and staff members to think creatively and identify solutions on the selected topic. Numerous events and workshops are hosted throughout the school year to educate and promote creative solutions and ideas.

A letter of affirmation from an individual with relevant expertise:
USD Innovation Letter.pdf

The website URL where information about the innovation is available:
http://sites.sandiego.edu/changemaker/
Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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<th>Credit</th>
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<td>Food and Beverage Purchases</td>
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<td>Seafood Purchases</td>
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<td>Endowment</td>
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<td>Sustainability Staffing</td>
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</tbody>
</table>
New Student Orientation

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Criteria

Institution provides education about eco-positive food and gardening techniques.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Criteria

Institution provides details of the dishware it provides at its dining services locations.

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

Criteria

Institution provides details about its energy initiatives.

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

Criteria

Institution reports its energy use by type.

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

Institution provides details about its procurement efforts.

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

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Criteria

Institution provides details about its water initiatives.

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

Criteria

Institution provides details about its endowment.

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

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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