University of California, Davis

The following information was submitted through the STARS Reporting Tool.

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Innovation 300

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

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

The UC Davis Medical Center is located in a separate city and has separate administration and staff, in most cases, with separate operating procedures.

Reason for excluding pharmacy school:

Reason for excluding public health school:

The UC Davis Medical Center is located in a separate city and has separate administration and staff, in most cases, with separate operating procedures.

Reason for excluding veterinary school:

Reason for excluding satellite campus:

There are three satellite facilities located in separate cities, with separate staff, and in most cases, with separate operating procedures.

Reason for excluding hospital:

The UC Davis Medical Center is located in a separate city and has separate administration and staff, in most cases, with separate operating procedures.

Reason for excluding farm:

Reason for excluding agricultural experiment station:

The Oakville Research Station is located in a separate county, has separate staff and operating procedures.

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Notes for 1st quarter 2015: UC Davis is providing calendar year 2013 square footage (covering owned and leased space) to dovetail with the calendar year 2013 energy data. The campus is underway with analyzing energy and greenhouse gas data for calendar year 2014.

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

Endowment size:

240,400,000 *US/Canadian $*

Total campus area:

5,300 *Acres*

IECC climate region:

Hot-Dry

Locale:

Large town

Gross floor area of building space:

12,556,680 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

3,399,819 *Square Feet*

Floor area of healthcare space:

298,126 *Square Feet*

Floor area of other energy intensive space:

584,037 *Square Feet*

Floor area of residential space:

1,516,298 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	2.27
Coal	6.31
Geothermal	3.73
Hydro	23.63
Natural gas	36.54
Nuclear	7.74
Solar photovoltaic	2.14
Wind	7.07
Other (please specify and explain below)	10.58

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

Other: Unspecified sources from utilities/CA power mix

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0.20
Coal	0
Electricity	0
Fuel oil	1.03
Geothermal	0

Natural gas	98.77
Other (please specify and explain below)	0

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

UC Davis does use geothermal heat source pumps in some buildings, but because their output is relatively small compared to total heating energy on campus, and because their output cannot be accurately allocated between heating and cooling, the campus elects not to report any geothermal energy used for heating buildings.

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

8

Number of academic departments (or the equivalent):

86

Full-time equivalent enrollment:

29,146

Full-time equivalent of employees:

9,467

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

24,523

Total number of graduate students:

5,524

Number of degree-seeking students:

30,047

Number of non-credit students:

78

Number of employees:

10,766

Number of residential students:

6,778

Number of residential employees:

2

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	7,824	4,514
Number of sustainability courses offered	297	91
Number of courses offered that include sustainability	121	29

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

50

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

86

Number of years covered by the data:

Three

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

STARS_2.0_AC1_course_list_05.21.14.pdf

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

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

http://sustainability.ucdavis.edu/students/classes/class_list.html

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

The Office of the University Registrar provided the Office of Environmental Stewardship with a list of all courses offered during our academic time period and a list of course descriptions. We then reviewed both documents to identify the sustainability courses and courses that included sustainability. Professors were contacted to provide further details about classes that we were unsure about and to confirm whether they should be included in this credit. We did not include tutoring, internships, individual studies, thesis units, or TA units in our inventory as these are taken by one student individually at a time.

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

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

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

See selected menu option above.

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

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

Submission Note:

Additional graduate information is available at:

http://gradstudies.ucdavis.edu/programs/

Our time period is academic years Fall 2010 - Summer 2013. Off-campus programs were excluded (such as Physician Assistant Studies, School of Medicine). Students who graduated from the off-campus MBA programs were also excluded.

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

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

5,705

Total number of graduates from degree programs:

34,527

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

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

UNDERGRADUATE PROGRAMS - Majors
Managerial Economics
Agricultural and Environmental Education
Sustainable Agriculture & Food Systems
Animal Science & Management
Biological Systems Engineering
Biomedical Engineering
Chemical Engineering
Chemical Engineering/Materials Science & Engineering
Engineering
Materials Science & Engineering
Biochemical Engineering
Civil Engineering
Animal Biology
Computer Science & Engineering
Design
Computer Engineering
Electrical Engineering
Entomology
Environmental Policy Analysis & Planning
Environmental Toxicology
Evolution, Ecology and Biodiversity
Environmental Science & Management
Environmental & Resource Science
Aerospace Science & Engineering
Mechanical Engineering
Mechanical/Materials Science & Engineering
Biotechnology
Environmental Horticulture & Urban Forestry
Ecological Management & Restoration
International Agricultural Development
Plant Sciences
Fiber & Polymer Science
Textiles & Clothing
Viticulture & Enology
Wildlife, Fish, & Conservation Biology
Nature & Culture

UNDERGRADUATE PROGRAMS - Minors
Managerial Economics
Energy Policy
Energy Efficiency
Energy Science & Technology
Biomedical Engineering
Materials Science
Construction Engineering Management
Sustainability in the Built Environment
Entomology
Environmental Policy Analysis & Planning
Environmental Toxicology
Evolution, Ecology and Biodiversity
Environmental Horticulture
International Agricultural Development
Agricultural Systems & Environment
Fiber & Polymer Science
Textiles & Clothing
Science & Society
Wildlife, Fish, & Conservation Biology

GRADUATE PROGRAMS
Agricultural & Environmental Chemistry
Agricultural & Resource Economics
Biological Systems Engineering
Community Development
Design
Ecology
Civil & Environmental Engineering
Hydrologic Science
International Agricultural Development
Transportation Technology & Policy
Geology
Master of Business Administration

GRADUATE ACADEMIC CERTIFICATES
Conservation Management
Development Practice
Environmental Law

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

Materials Science & Engineering
an ability to apply knowledge of mathematics, science, and engineering
an ability to design and conduct experiments, as well as to analyze and interpret data
an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

an ability to function on multidisciplinary teams
an ability to identify, formulate, and solve engineering problems
an understanding of professional and ethical responsibility
an ability to communicate effectively
the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
a recognition of the need for, and an ability to engage in life-long learning
a knowledge of contemporary issues
an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
an ability to apply advanced science (such as chemistry and physics) and engineering principles to materials systems
an ability to integrate the understanding of the scientific and engineering principles underlying the four major elements of the field (structure, properties, processing, and performance) related to materials systems appropriate to the field
an ability to apply and integrate knowledge from the four major elements of the field (structure, properties, processing, and performance) to solve materials selection, and design problems
an ability to utilize experimental, statistical and computational methods consistent with the program educational objectives.

Environmental Policy Analysis & Planning
Develop competence in basic environmental sciences, economics, and theory of the policy process.
Master a variety of quantitative and qualitative methods for analyzing environmental issues and policies.
Learn to apply this knowledge to analyzing actions to address environmental problems.
Acquire an understanding of how public policy and planning decisions are made and their effectiveness is evaluated.
Be well prepared to work on environmental issues in governmental agencies, non-profit organizations or consulting companies, or to pursue graduate study in environmental policy, environmental planning, public/business administration, or law.

Textiles & Clothing
Demonstrate understanding of the fundamental concepts in, the physical and social sciences while employing textiles and clothing as a meaningful context;
Foster connections between the physical and social sciences using textiles and clothing as a meaningful context.
Integrate knowledge among micro (e.g., fiber properties), meso (e.g., consumer behavior and interaction), and macro (e.g., cultural, environmental, and global economic) levels of analysis;
Think critically and creatively about issues of social and environmental responsibility, especially in the contexts of production, distribution, and consumption;
Analyze quantitative and qualitative information, and to apply this analysis to complex societal and scientific issues; and
Communicate effectively about the integration of the physical and social sciences in written and individual/group presentations.

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

http://cetl.ucdavis.edu/services/consultations/assess/institutional-outcomes/undergraduate-plos.html

Undergraduate Program

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Sustainable Agriculture and Food Systems

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

Major: Sustainable Agriculture and Food Systems

Students in the Sustainable Agriculture and Food Systems major focus on the social, economic and environmental aspects of agriculture and develop a thorough understanding of our food cycle from farm to table and beyond. Subjects from eight academic departments will give you a broad understanding of the many aspects of modern agriculture and food systems, and combine with real-world experiences to develop the skills needed to be a successful agriculturalist, entrepreneur and researcher.

Real World
A degree in Sustainable Agriculture and Food Systems prepares you for a broad range of careers related to agricultural production and food system management, rural and urban community services, education and development, as well as careers in agricultural, environmental, and economic policy and analysis. Employers range from non-profit organizations, state and federal agencies, nature preserves, community organizations and industry conglomerates.

Major Requirements
The Sustainable Agriculture and Food Systems major offers three tracks of study: food and society, agriculture and ecology, and economics and policies. Students in the Agriculture and Ecology track will focus on crop and animal production systems, ecology, and practices that mitigate negative impacts while producing environmental and social benefits. Students in the Food and Society track will focus on issues related to the social, cultural, political and community development aspects of agriculture and food systems. Students in the Economics and Policy track will focus on issues related to agricultural and resource economics, policy and management.

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

http://asi.ucdavis.edu/students/about-major

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

Sustainable Environmental Design

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

SED students will gain basic skills in urban and environmental design, local government planning, and green building. They will also learn about sustainable development theory and community dynamics. With this degree, graduates will be well suited to work in government, community organizations, education, or the private sector, or to pursue graduate education in city and regional planning, landscape architecture, architecture, public policy, public administration, real estate, or related fields.

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

http://humanecology.ucdavis.edu/

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

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

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

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

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

Yes

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

Sustainability in the Built Environment

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

Sustainability in the Built Environment
Description: This minor provides a guiding framework for educating individuals who will design and maintain our future built environment in the challenges and potential solutions for improved sustainability. This minor is advised by faculty in the Civil and Environmental Engineering Department but open to students across campus.

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

http://engineering.ucdavis.edu/wp-content/uploads/2013/07/ESBE_minor1.pdf

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

Energy Efficiency

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

Development and implementation of more energy efficient technologies and practices has been identified as the most rapid approach to reduce dependence on foreign oil and fossil fuel resources. Individuals with knowledge of energy sciences and energy efficiency are needed to design more efficient energy systems and identify approaches for their integration into existing and new infrastructures. The energy efficiency minor is expected to compliment many majors including those in design, engineering, science, policy, economics, planning, and management.

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

http://engineering.ucdavis.edu/wp-content/uploads/2013/07/EEPL_minor1.pdf

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

Agricultural Systems and Environment

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

The minor is useful to students in majors whose subject matter involves economics, management, the environment and resource sciences. The minor provides the student with fundamental knowledge of issues involving sustainable agriculture production and range management. Agriculture is one of the major industries of California and the world, and plays a central role in human affairs. Linking knowledge of agriculture with the subject matter of the student's major provides a useful and interesting breadth of application in areas involving economics, management, and social and environmental issues.

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

http://www.plantsciences.ucdavis.edu/plantsciences/undergrad_students/ag_systems_env_minor.htm

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

Graduate Program

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Agricultural and Resource Economics

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

The M.S. and joint M.S./M.B.A. programs provide advanced training in economic analysis, statistical methods, and elective fields such as agricultural marketing, international trade, natural resources and environmental economics, economic development, financial management, and managerial economics. The Ph.D. program emphasizes rigorous training in microeconomic theory and applications, quantitative methods, and applied public policy analysis combined with production economics, industrial organization, international economics, labor economics, development economics, and environment and natural resource economics.

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

http://agecon.ucdavis.edu/

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

Ecology

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

Students gain advanced knowledge in one of the following areas: agricultural ecology; conservation ecology; ecosystems and landscape ecology; ecotoxicology; environmental policy analysis; human ecology; integrative ecology; marine ecology; physiological ecology; or restoration ecology. Students graduate with the qualitative and quantitative skills necessary for professional research and teaching in ecological theory and its applications.
The group's diverse and dynamic collection of 180 students and 130 faculty come from 24 different departments/ units on campus. Offering both Master's and Ph.D. degrees, the Graduate Group is organized into nine areas of emphasis that include both basic and applied ecology. The GGE defines ecology broadly to span scales from genes to landscapes and explicitly includes human ecology and policy. GGE members become the professionals best trained to protect our natural resources. They strive to develop basic ecological theory as well as work with resource management agencies to help solve ecological problems.

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

http://ecology.ucdavis.edu/

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

International Agricultural Development

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

The UC Davis Masters program in International Agricultural Development (IAD prepares students for careers in global agricultural and rural development. This interdisciplinary program is designed to provide students with knowledge and skills that enable them to implement, facilitate and manage programs that enhance agricultural development and rural life. Students are prepared to accomplish diverse improvements, facilitate innovation in agricultural, natural, social and economic systems, and make a meaningful difference in the world.

The program includes both breadth and depth components. Breadth components, which comprise core courses required of all M.S. students, aim to establish an understanding of the issues in international agricultural development. These include the history and theory of development, project development and management, fundamentals of farming systems, and agricultural economics. In the depth component, students pursue an area of specialization within the agricultural and social sciences. The areas include, but are not limited to, agricultural and resource economics, agricultural engineering, agronomy, animal science, anthropology, aquaculture, avian science, community development, ecology, economics, entomology, environmental design, environmental toxicology, food science, gender, geography, horticulture, hydrologic science, human nutrition, plant pathology, plant biology, plant protection and pest management, political science, pomology, preventive veterinary medicine, range science, sociology, soils and biogeochemistry, sustainable agriculture, vegetable crops, and viticulture.

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

http://iad.ucdavis.edu/

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

Transportation Technology and Policy: The education programs at the Institute of Transportation Studies at UC Davis (ITS-Davis) are designed to meet the world’s growing needs for highly qualified, thoughtful and dedicated leaders in sustainable transportation. In

addition to coursework and research, students interact with researchers and leaders from industry, government, public interest groups, and academia through seminars, internships, and visiting lectures. Our interdisciplinary approach transcends the boundaries of traditional engineering-based studies to include social and behavioral sciences, ecology, and management. Students gain advanced knowledge of civil, mechanical and environmental engineering; economics; policy studies; statistics; travel behavior; management; technology assessment; and environmental studies. Students graduate with the qualitative and quantitative skills necessary for professional administration, research, and teaching in transportation technology or planning, policy and management.

URL:

http://www.its.ucdavis.edu/students/

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

Yes

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

Conservation Management

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

The Conservation Management Program promotes four tenets for successful conservation decision making:
(1) A basic foundation in ecology is fundamental to developing the management and decision-making skills required to effectively manage ecosystems. This ecological foundation includes skills in statistics, experimental design and quantitative ecology.
(2) Training in the social sciences of human ecology and environmental policy are required for conservation within the context of complex human cultures and stakeholder groups.
(3) Practical skills for decision-making, planning and communication are essential for enabling scientists to step into leadership roles.
(4) Integration and application of these various skills toward real conservation problems should be part of the graduate school experience.
Our goal is to provide graduate training opportunities around these four tenets for students desiring careers in conservation.

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

http://conservationmanagement.ucdavis.edu/

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

Environmental Law Certificate

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

The certificate program provides students with broad and deep exposure to environmental and natural resources law. The program was initiated as part of the school's commitment to quality environmental legal education. The certificate is awarded upon successful completion of two core courses - Environmental Law and Administrative Law; a substantial research paper on an environmental or natural resources topic; and 11 units of elective environmental law classes.

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

http://www.law.ucdavis.edu/academics-clinicals/environmental-law-certificate.html

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

Climate Change, Water, and Society Certificate

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

Climate change and related water problems pose some of the most formidable challenges to science and society today. The IGERT in Climate Change, Water and Society (CCWAS) at UC Davis is designed to provide a new generation of scientists with the disciplinary depth and the multidisciplinary breadth to address effects of climate change on water resources, including unification of hydrologic and climate science toward a more advanced understanding of hydroclimatology and better translation of science into action.

In partnership with our cooperating institutions – the Colorado School of Mines, California State University, Fresno, the Centre for Advanced Studies in Arid Zones(CEAZA; University of La Serena, Chile), and University of Concepción, Chile - the CCWAS IGERT will provide transformative interdisciplinary training spanning: atmospheric science, computer science, ecology, engineering, geology, hydrologic science, political science, resource economics, and other disciplines related to climate change, water, and society.

Students who complete the CCWAS IGERT curriculum will receive the Climate Change, Water, and Society certificate.

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

http://ccwas.ucdavis.edu/

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

Immersive Experience

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

  And/or

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

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

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

Submission Note:

Our sustainability-focused summer abroad programs have been offered continuously each summer for a number of years. Gateway, Ireland - What's in Your Water: 2008, 2009, 2010, 2012, 2013, 2014. Sustainable Cities of Northern Europe: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014. Sustainable Ecuador - From the Andes to the Amazon: 2011, 2012, 2013, 2014. And starting in summer 2014 UC Davis Study Abroad is offering a new program in Guatemala - "Ecological and Social Issues at Lake Atitlan, Guatemala." It is a 4-week, summer faculty-led study abroad program and students will explore the complex ecological, social and political issues related to Lake Atitlan and surrounding communities. Students will also study lake ecosystem processes through several small experiments and observational studies.

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

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

Yes

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

UC Davis offers several immersive, sustainability-focused educational study programs. A few of the highlighted programs are as follows:

UC Davis Summer Abroad "Sustainability Energy Technologies": 4-week Summer faculty-led study abroad program in Seoul, Korea - Students study sustainable energy technologies such as lithium-ion batteries, fuel cells and photovoltaic cells. Students study the chemical and physical principles of these energy storage and generation systems, as well as scientific, technological and environmental challenges of implementation.
Sustainable Energy Technologies - Korea:

http://studyabroad.ucdavis.edu/programs/summerabroad/korea.html

UC Davis Summer Abroad "What's in Your Water": 4-week, Summer faculty-led study abroad program in Galway, Ireland - Students study the principles that guide sustainable development of water resources; aimed at engineering and science students who wish to study how human activities affect water and to acquire a foundation in environmental engineering.
What's in Your Water - Ireland:

http://studyabroad.ucdavis.edu/programs/summerabroad/ireland_water.html

UC Davis Summer Abroad "Sustainable Cities of Northern Europe": 4-week, Summer faculty-led study abroad program in Stockholm, Malmo, Copenhagen, Freiburg, Lucern - Students examine the features, systems and designs for sustainable cities ranging from transit, bike and ped circulation to renewable energy systems to waste management and urban planning and design.
Sustainable Cities of Northern Europe - multi-site:

http://studyabroad.ucdavis.edu/programs/summerabroad/mc_sustainable.html

UC Davis Summer Abroad "Sustainable Ecuador - From the Andes to the Amazon": 4-week, Summer faculty-led study abroad program in Quito and the Amazon Basin, Ecuado - Students examine the historical development and current situation of Ecuador’s indigenous peoples, with special emphasis on issues of environmental sustainability; program focuses especially on the Huaorani people in the Yasuni reserve and their complex relation with the government and the private national and international community that are mostly interested in the oil, minerals, and natural resources located in the indigenous territory.
Sustainable Ecuador:

http://studyabroad.ucdavis.edu/programs/summerabroad/ecuador.html

Geology 136: Ecogeomorphology
Each year, the Ecogeomorphology course examines an issue that impacts the management of river and stream ecosystems. During class, the students discuss this issue in detail, review published literature, and prepare individual reports for publication on the web. Following the period of classroom study, the students conduct a two-week field study of a selected watershed. These field studies involve collection of original information on aquatic and riparian ecology, hydrology and fluvial geomorphology. Students work in teams, sharing their unique expertise with other team member. Through collaboration the student becomes teacher, much as they will in their professional lives. With field studies in Alaska, northern California, British Columbia and the Grand Canyon, students also participate in a capstone course that they will never forget.
Geology 136 - Ecogeomorphology:

https://www.geology.ucdavis.edu/~shlemonc/

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

Sustainability Literacy Assessment

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

A previously administered sustainability literacy assessment for new/incoming students was not given during the past three years (2010-11 through 2012-13, the UC Davis STARS reporting period).

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

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

0

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

0

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

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

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

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

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

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

Incentives for Developing Courses

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

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

Yes

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

UC Davis Dining Services recognizes the value in student engagement and education related to environmental and food systems sustainability through projects, service learning, and student-organized activities. UC Davis Dining Services Go Green Grants provide funds for individuals or teams of University of California, Davis (UC Davis) students, staff, and faculty to research, develop, implement, and design solutions to campus sustainability challenges. Grants are awarded for projects fostering a more sustainable campus.

Funding examples:

Education for Sustainable Living Program
Education for Sustainable Living program (ESLP) is a collaborative interdisciplinary effort to realize a sustainable community throughout the University of California. This student-facilitated course is structured as a two-unit seminar series – hosting guest lectures by renowned educators, authors, environmentalists, and progressive thinkers. Lectures are open to the public free of charge to encourage collaboration between campus and local community members. The course encourages reflection upon and analysis of the principles of sustainability, and is designed to encourage dialogue between students, faculty, staff, administration, local community and the University of California community.

The Field Guide to Sustainable Living
The field guide to sustainable living in Davis project is a unique course offered twice a year where students will not only learn the mechanics of sustainable behaviors in Davis (and the major concepts behind sustainable living), but also learn how to engage those around them in these same behaviors. The course is a hands on field-trip based course intended to introduce student to issues in sustainability and connect them to sustainability-related resources on campus. The course is planned and facilitated by students with

experience in sustainable living on and around campus to provide a unique, non-stressful atmosphere which can be conducive to self-initiated learning.

Biological Orchard & Garden
In the campus-wide effort to move towards a landscaping genre that embraces lawn reduction and increases native garden atmosphere more suitable to the teaching, outreach and research missions of the University of California, Davis, and also creates garden places more suitable to the region, the Biological Orchard and Garden project is poised to join the effort and add three Mediterranean-themed garden plots to an existing orchard.

Relevance: The ESLP and Field Guide classes are both sustainability-centered academic classes directly funded by the Go Green Grant. Funding goes to honoraria for speakers, stipend for class organizers and seed funding for ESLP's community Action Research Teams (ART). The purpose of the Biological Orchard Garden is to enable a space for research on drought resistant and Mediterranean orchards to be used for independent studies in conjunction with the College of Biological Sciences Biology 2B course. Funding from the Go Green Grant contributed to finish irrigation development in order to open the BOG.

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

Faculty members receive grants that can be used for a wide range of purposes, including supplies, equipment, and honoraria/presenters.

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

http://dining.ucdavis.edu/sus-green.html

Campus as a Living Laboratory

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

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

The Office of Environmental Stewardship and Sustainability employs student assistants to work on the campus' annual greenhouse gas emissions inventory. Students have worked on each inventory since UC Davis started inventorying GHG emissions in 2006. The work requires detailed analytical work and is a meaningful project for students to work on that directly benefits the campus annually.

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

Several offices on campus employ students and work with classes on a variety of building-related projects. The projects include data collection and analysis work to submit campus buildings for USGBC LEED-OM (R) certification, energy conservation project analysis, and behavior change/outreach campaigns.

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

The Student Farm is an integral part of the Sustainable Agriculture major. This certified organic farm was started by students more than 40 years ago, and runs a popular CSA, sells produce at the on-campus farmers market, and sells to the on-campus ASUCD Coffeehouse (a student-operated restaurant, doing over $5 million in sales annually) and to Dining Services (which operates the three campus dining commons). While there are a staff farm manager and a faculty advisor, the Student Farm is another of the many student-operated services and businesses on campus.

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

Regularly, staff work with faculty and students in their classes on projects related to campus energy use, conservation, and even generation. In spring quarter 2014, the Environmental Science & Policy 167 - Energy Policy class students adopted several campus-based projects, including developing a energy-water savings factor to describe the relationship (nexus) between water and energy use on the campus. Staff hope to use the factor to calculate potential water savings associated with energy conservation/efficiency projects being planned on campus.

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

The UC Davis Arboretum has helped create the Edible Landscape Internship on campus, with the express purpose of involving student interns in the co-creation and co-management of various edible landscapes around campus. In addition, the Wild Campus student group is working with Arboretum staff on various habitat projects. Please see Innovation Credit #4 for more detail on this effort.

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

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

The Davis campus Transportation and Parking Services unit partners annually with the Institute for Transportation Studies and the Environmental Science and Policy department to support a graduate student who develops, administers, analyzes, and reports on an annual commuting survey of the Davis campus population (students, faculty and staff). The survey is an in-depth evaluation of the campus commuting behavior; the survey asks a common set of questions, and also allows each year's graduate student to explore, through an additional question set, a sustainable transportation topic of personal interest. Past topics have included bicycling safety, bicycling accidents, and bicycle theft.

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

Students are very involved in waste management and recycling on the Davis campus, and in fact were responsible for starting recycling efforts many years ago. Student interns and assistants work on many different aspects of leading the campus towards zero waste by 2020, including conducting a campus-wide waste audit to inform the Zero Waste Management Plan under development. One of the more illustrative examples of campus-as-living-lab is the campus biodigester: The technology was developed by a UC Davis professor, initially piloted on the campus, commercialized by an alumna who was a graduate student under the professor, and then a larger-scale biodigester using the technology was built and opened in 2014 on the Davis campus. Finally, students in Sustainable Design frequently repurpose materials that might have been otherwise landfilled into new objects. A recent example of this classwork is seen in LED lights, discussed in this blog post:

http://publicgarden.ucdavis.edu/public-garden/student-created-sustainable-light-sculptures

. Another example is the birdhouse project:

http://publicgarden.ucdavis.edu/campus-planning-community-resources/students-design-sustainable

-birdhouses

.

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

UC Davis faculty, students and staff have worked together frequently on water issues. One recent collaboration took place in spring 2014; students worked with staff to develop a real-time, interactive web dashboard showing water use. This dashboard was developed to show the campus community water use during a severe drought. The campus has a water conservation goal and the dashboard is one tool for assessing performance.

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

In April 2013, Landscape Architecture students worked on sustainable development proposals for a 44-acre parcel adjacent to the campus (

https://gradstudies.ucdavis.edu/publications/news/landscapestudents.html

). This project involved Davis students together with visiting graduate students from China.

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

Students have many opportunities to engage their peers in issues of diversity, affordability, and equity. MFA Design Candidate Emma Thorne-Christy created her her thesis exhibition, Filed Away: the undocumented experience, based on her research on controversial

topics in exhibition design.

Her thesis exhibition explored the experience of undocumented, DACAmented, AB540 students, DREAMers, and friends and family of undocumented people, who face a variety challenges emotionally, politically, socially, and financially in their daily lives as a result of current immigration policy. The portable exhibit was shown at three popular locations on campus, the Memorial Union quad, the Silo, and the LGBTQIA Center in the Student Community Center.

Emma collaborated with students from S.P.E.A.K. (Scholars Promoting Educational Awareness and Knowledge), a student organization that supports undocumented students in the campus community. Students from S.P.E.A.K. were members of Emma's exhibition advisory board and they helped her collect materials from undocumented students for her exhibit. The exhibit acknowledged the experiences of undocumented students and raised awareness of the their struggles.
(arts.ucdavis.edu/event/filed-away-undocumented-experience)

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

In Spring 2014 a student group from the Education for Sustainable Living Program (ESLP) class worked on a project called Tobacco, Sustainability, and Stories. The goals of the project were to:
- increase awareness of the local, national and global needs for tobacco control and sustainable development through campus community engagement.
- to apply a social-ecological perspective toward a local policy - UC Davis Smoke & Tobacco Free Policy.
- to utilize experimental learning opportunities that can provide a much broader context into individual and population change locally, nationally and globally.
- to create a platform for student engagement that builds a culture of health and sustainability locally at UC Davis.
- to keep the conversation going about UC Davis' Smoke & Tobacco Free Policy with the power of personal and collective stories.

The project was modeled after StoryCorps and throughout the quarter the students interviewed staff and students about their personal experiences with tobacco. The result is a collection of audio stories from the campus community that engage people in issues of tobacco, sustainability, health, and wellness.
(breathefree.ucdavis.edu/stories/index.html)

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

In Spring 2014 a group of students in the Education for Sustainable Living Program (ESLP) class worked on a project called Fossil Free UC Davis. The project was connected to the larger Fossil Free UC campaign (fossilfreeuc.org/), which advocates for the UC Regents to divest from the fossil fuel industry. The goals of the Fossil Free UC Davis project were to:
- Create a series of visuals showing simplified versions of the UC structure, particularly the UC investment structure for the Fossil Free UC website
- Make a short and entertaining film that depicts how much carbon emissions would cost the school if we continue to invest in fossil fuels for the Fossil Free UC website
- Write a research essay on coalition building within the local and statewide communities to build a movement that connects similar campaigns and efforts.
- Answer the question: How can we make California into a model of fossil fuel independence for other states and the world?

The students created an animated video describing the fossil fuel divestment campaign and stating the facts about divestment in a simple, clear, and understandable way. The video will be used to educate people about the fossil free movement.

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

UC Davis has a campus located in the city of Davis. The city has long championed environmental stewardship; one of the efforts undertaken by citizens in partnership with the city government is Cool Davis. In their own words, "Cool Davis is an active network of residents, community organizations, businesses and community institutions committed to implementing the City of Davis's Climate Action and Adaptation Plan. Our Mission is to inspire our community to reduce greenhouse gas emissions, adapt to a changing climate, and improve the quality of life for all" (accessed at

http://www.cooldavis.org/about/introduction/

). Cool Davis works with staff, faculty and students at UC Davis, and Cool Davis even has a page on their site dedicated to the role of UC Davis students in the organization,

http://www.cooldavis.org/projects/ucd-make-davis-cool/

. Students have been involved from the start of the organization, and have taken on active roles in a variety of ways, including research projects in their classes, citizen action, and helping connect students to this community effort.

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

In 2013 Design Professor Ann Savageau's Sustainable Design Studio class (DES127B) completed a project called Eco-Bike Mobile Displays. Students worked in teams to create mini-exhibitions that
were displayed on a bicycle, called the Eco-Bike, that was outfitted with a lidded box mounted on the front. The box stored exhibit materials and its lid served as a platform to display exhibits. The goal was for the Eco-Bike to be available for use by any UC Davis campus department, class, student group or administrative unit to advertise sustainability topics.

Design students developed displays for the following topics:
- eco-friendly textiles
- 'fashion hacking': repurposing used garments
- bottled vs. tap water
- Aggie Reuse Store
- display of local foods for Dining Services
- plastic shopping bags vs. reusable bags
- toxins in personal care products
- energy and water used by the typical UC Davis student, with suggestions for water and energy savings
- the carbon footprint of various modes of transportation, including cars, buses, bicycles, trains, and planes

The Eco-Bike and displays were exhibited around campus throughout spring quarter.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

351

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

1,720

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

72

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

146

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

STARS_2.0_AC9_dept_pi_list.pdf

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

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

The Office of Environmental Stewardship and Sustainability worked closely with the Office of Research, which conducted a comprehensive search of all research conducted on campus using sustainability keywords. After the project list was generated, it was reviewed for applicability and accuracy.

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

UC Davis has many faculty working on environmental/sustainability issues. Here are four:
Dan Sperling, professor in Civil and Environmental Engineering: Co-author of California's innovative Low Carbon Fuel Standard, member of the globally influential California Air Resources Board, and member of the Nobel Prize-winning Intergovernmental Panel on Climate Change
Ruihong Zhang, professor in Biological and Agricultural Engineering: Perfecting ways to turn organic waste into energy. Her research has led to an innovative biodigester commercialized in California, the first of which has been installed on the UC Davis campus.
Nicole Biggart, professor in the Graduate School of Management: Researching innovation and organizational sociology and holder of the Chevron Chair in Energy Efficiency. She is also Director of the UC Davis Energy Efficiency Center and former dean of the Graduate School of Management.
Ann Savageau, professor in Design: Teaching sustainable design, and an environmental artist with national and international exhibits such as BAG (Bags Across the Globe), which was exhibited on campus in 2011.

The website URL where information about sustainability research is available:

http://sustainability.ucdavis.edu/research/index.html

Support for Research

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

Yes

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

Go Green Grants - Students & Faculty

UC Davis Dining Services recognizes the value in student engagement and education related to environmental and food systems sustainability through projects, service learning, and student-organized activities. UC Davis Dining Services Go Green Grants provide funds for individuals or teams of University of California, Davis (UC Davis) students, staff, and faculty to research, develop, implement, and design solutions to campus sustainability challenges. Grants are awarded for projects fostering a more sustainable campus.

One of the projects funded through the grant, the Biological Orchard Garden, provides a space for research on drought resistant and Mediterranean orchards, to be used for independent studies in conjunction with the College of Biological Sciences Biology 2B course.

Another project recently funded is the Baggins End Wastewater Awareness and Diversion (BEWAD) Project: A Laundry Grewater System Demonstration
The goal of the Baggins End Wastewater Awareness and Diversion (BEWAD) project is to design and construct a demonstration

greywater laundry system at the Baggins End community. Greywater is household wastewater excluding human waste that can be legally reused for landscape irrigation. This system will (1) divert and reuse approximately 27,000 gallons of wastewater a year, (2) increase awareness of freshwater issues such as scarcity and alternatives to conventional treatment and, (3) would provide a working example of greywater to visitors throughout the UC Davis campus and the greater Davis community. Educational signage will be provided to teach residents how to use the system and to engage the frequent group tours of Baggins End with information of the benefits of greywater reuse. UC Davis student residents of Baggins End, with the aid of professional and consulting services, will complete design, construction, and maintenance of the greywater system. The BEWAD project is scheduled be completed and in use by June 2014.

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

http://dining.ucdavis.edu/sus-green.html

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

Yes

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

Go Green Grants - Students & Faculty

UC Davis Dining Services recognizes the value in student engagement and education related to environmental and food systems sustainability through projects, service learning, and student-organized activities. UC Davis Dining Services Go Green Grants provide funds for individuals or teams of University of California, Davis (UC Davis) students, staff, and faculty to research, develop, implement, and design solutions to campus sustainability challenges. Grants are awarded for projects fostering a more sustainable campus.

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

http://dining.ucdavis.edu/sus-green.html

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

Yes

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

UC Davis has a culture of interdisciplinary, transdisciplinary and multidisciplinary research, as seen in the many centers and Organized Research Units that facilitate and support such research. UC Davis does not have a policy that specifically rewards inter-disciplinary research in the merit and promotion process for academic personnel, however, department chairs and deans often remark on this in their promotion letters, to talk about the unique value of such work and these projects are considered during faculty promotion and tenure decisions through the existing policy regarding merit and promotion decisions. The Chancellor's Blue Ribbon Committee on Research Final Report acknowledges current strengths in interdisciplinary research and calls for further enhancement and strengthening of such research; and an independent assessment of research at UC Davis also notes that UC Davis has been listed by the National Science Foundation "in 11th place among institutions with doctoral recipients reporting two or more research fields as part of their dissertation work" (page 51; External Review of Research, University of California, Davis; May 27, 2010; the Washington Advisory Group). In addition, the campus Academic Senate Committee on Academic Personnel has concurred that the current policy (APM UCD-220) provides guidelines for the personnel process; the CAP report can be found here:

http://academicsenate.ucdavis.edu/rfc/view.cfm?rfc=8

, and page 4, items 8 and 9 discuss the Academic Senate CAP perspective on interdisciplinary/multidisciplinary research credit in merit/promotion evaluation. The exact policy language can be found at:

http://academicpersonnel.ucdavis.edu/anncall/apm-210.pdf

.

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

http://chancellor.ucdavis.edu/initiatives/blue_ribbon-research/

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

Yes

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

Librarians of the UC Davis Library have created subject guides for almost all of the academic disciplines offered at UC Davis. All guides contain recommendations for which specialized indexes to use to find articles and other resources for disciplinary topics. Some examples of subject guides are Environmental Sciences and Environmental Engineering. The library has class-specific guides as well, for example, ECI 126: Integrated Planning for Green Civil Systems,

http://guides.lib.ucdavis.edu/ECI126

. Each guide has a librarian subject specialist that students, faculty and staff can contact for questions and help. In 2011 the library curated an exhibition, Nuevo Latino Cuisine: Culinary Artistry, Community and Conversation, which showcased items from the Library's collections that represent current scholarship in history, agricultural economics, anthropology and the life sciences about the native foods, the sustainability of agricultural practices and the impact of historical events on the definition of national cuisines and the cultural representation of these varied cuisines. Cookbooks documented the culture and the values of families, ethnic groups and societies across

time and geographic or political boundaries. Library exhibits such as these expose visitors to the wealth and breadth of material housed within the library.

http://www.lib.ucdavis.edu/ul/research/subjects/

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

http://www.lib.ucdavis.edu/ul/research/courseguides/

Access to Research

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

8

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

8

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

The Faculty of the University of California is committed to disseminating its research and scholarship as widely as possible. In particular, as part of a public university system, the Faculty is dedicated to making its scholarship available to the people of California and the world. Furthermore, the Faculty recognizes the benefits that accrue to themselves as individual scholars and to the scholarly enterprise from such wide
dissemination, including greater recognition, more thorough review, consideration and critique, and a general increase in scientific, scholarly and critical knowledge. Faculty further recognize that by this policy, and with the assistance of the University, they can more easily and collectively reserve rights that might otherwise be signed away, often unnecessarily, in agreements with publishers. In keeping with these considerations, and for the primary purpose of making our scholarly articles widely and freely accessible, the Faculty adopted the policy listed below on 7/24/2013.

A copy of the open access policy:

The open access policy:

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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

Preamble

The Faculty of the University of California is committed to disseminating its research and scholarship as widely as possible. In particular, as part of a public university system, the Faculty is dedicated to making its scholarship available to the people of California and the world. Furthermore, the Faculty recognizes the benefits that accrue to themselves as individual scholars and to the scholarly enterprise from such wide dissemination, including greater recognition, more thorough review, consideration and critique, and a general increase in scientific, scholarly and critical knowledge. Faculty further recognize that by this policy, and with the assistance of the University, they can more easily and collectively reserve rights that might otherwise be signed away, often 24/2013.

Grant of License and Limitations

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

Scope and Waiver (Opt-Out)

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

Deposit of Articles

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

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

Oversight of Policy

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

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

Link to the policy @

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

The website URL where the open access repository is available:

http://www.escholarship.org/

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

The UC Davis Open Access Fund pilot supports UC Davis Academic Senate, Academic Federation members, faculty, post-docs, residents, fellows, and graduate students who want to make their journal articles free to all readers immediately upon publication. UCD-OAF provides Davis authors reimbursement up to $1000/article for open access fees for those publishing in full open access journals (journals in which all articles are published open access)
UCD-OAF subsidizes, in various degrees, fees charged to authors who select open access. The program will also yield data that will be used to gauge faculty interest in — as well as the budgetary impacts of — these new modes of scholarly communication on the Davis campus.

With initial funding from CDL, the UC Davis University Library is providing the funds in order to support UCD authors interested in reshaping models of scholarly publishing. The University Library will track how the funds are spent, and the success and sustainability of the pilot will be evaluated. The chief goals of the program include fostering greater dissemination of the work of University of California, Davis scholars and encouraging author control of copyright. (

http://guides.lib.ucdavis.edu/content.php?pid=390315&sid=3198264

)

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

http://guides.lib.ucdavis.edu/open_access

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Michelle La
Waste Reduction & Recycling Coordinator
Environmental Stewardship & Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

30,047

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

Waste Reduction & Recycling Program - RecycleMania Competition outreach campaign

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

30,047

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

The Waste Reduction & Recycling Program provides assistance to campus in regards to waste reduction & recycling. The campus has a goal of zero waste by the year 2020, one core piece of information that this program tries to promote. Staff provide training on ways to increase diversion rate and reduce waste to multiple campus entities via presentations, active assessments and evaluations, interactive activities, and many more. Students involved in the program have the opportunity to interact with campus members in many different ways. The students are provided training when they join the program to ensure that they are equipped with the information and basic skills that they need in order to successfully disseminate information throughout campus about waste reduction efforts. The students are a resource to campus members on the topic of zero waste. The students interact with a wide range of campus members, from students to staff and faculty to campus visitors. Student are involved in face to face interactions with campus members in a variety of settings, including sports events, zero waste events, departmental recycling and composting training, general recycling questions that are directed towards our program, and many others. During a 10 week period, special outreach events are held to encourage and raise awareness regarding waste recycling and reduction primarily in the forms of reducing, reusing, recycling, and composting. Activities, incl. tabling and interactive activities at student unions, were conducted each week by Waste Reduction and Recycling Program and multiple other student groups on campus (incl. Campus Center for Env., EPPC, and etc.). Each week among the 8-10 week period during the competition was themed and the promotional materials used during that week would correspond with the assigned theme (for example recycle or compost).

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

Student educators are primarily Waste Reduction and Recycling Staff. The lead students of RecycleMania are selected based on strengths in public speaking and skills in interacting with fellow students on campus. Most student educators are also passionate regarding waste reduction, recycling and composting. These students must be able to actively engage fellow students during outreach events.

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

Student educators are trained as part of their time in the Waste Reduction and Recycling program through presentations and continued experience. They are trained to identify common waste types and whether the material can be diverted on the UC Davis campus. They are also given formal safety and procedural training for waste sorting, which can be part of a campaign as a public activity to raise awareness about what types of things students typically dispose of.

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

The program is currently financially supported by the institution. The campus provides resources and financial support for students to be a part of the program. There is collaboration among many different departments on campus that help and support the outreach program during RecycleMania. Several departments will provide support operationally for special events held during this period, for example offering services at a low cost or no cost.

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

Student Housing Sustainability Work Group

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

5,221

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

The Sustainability Work Group (SWG) provides sustainability programs and resources to students living in the residence halls. The program employs three Sustainability Programmers, plus a small group of Resident Advisors that have sustainability education as their specialty assignment, and residents that volunteer to be part of the group. The Sustainability Programmers with input from the SWG: organize active programs and collaborate with other departments on campus on (interactive workshops, games, and programs) upcycling activities based on the theme for the quarter.

• Fall – Sustainability in Student Housing
• Winter – Sustainability on Campus
• Spring – Sustainability Beyond Campus

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

The position description is posted, applications are accepted, interviews are conducted, and three candidates are hired per academic year.

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

The Sustainability Interns are in training for the first two-three weeks to learn about Student Housing practices, campus practices, diversity, new initiatives, various resident attitudes on sustainability, answers and background to FAQs, etc.

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

Student Housing allocates a budget for job funding, as well as a programming and education budget for each academic year.

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

UC Davis Dining Services Sustainability and Nutrition Internships: Sustainable Food Education Program; Nutrition Talk

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

6,000

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

Each of the three programs aims to target 6,000 resident students.
a. Student sustainability interns within dining services at UC Davis engage their peers and others within the campus community at all resident dining commons, the Silo Union and the Scrubs Cafe on topics related to sustainable food. Activities and topics include:
Meatless Monday
Sustainable Seafood Fair Trade
Sustainable Agriculture Waste Reduction Composting
Locally Grown and Seasonal Eating

Various activities include tabling in the units, cooking challenges between students in the various resident dining units, floor programs in

the residence halls, garden parties and activities, tours of local and campus farms, waste sorting games, waste audits, film screenings, etc."

http://dining.ucdavis.edu/sus-education.html

b. The Nutrition Talk program operates in each dining room throughout the academic year and includes opportunities for students to learn key strategies to eat healthy and exercise right. The program features a nutrition bulletin board loaded with information about the weekly topics addressing some of the most common questions related to nutrition, wellness and exercise. Student Nutrition Coordinators plan the topics and education materials. Student Nutrition Interns deliver the education to students during dinner meals in the dining rooms. Nutrition Talk topics include:
Genetically Modified Foods (Dining & Retail) Watch What You're Drinking! (Dining & Retail) The Truth About Multivitamins (Dining) | (Retail)

http://dining.ucdavis.edu/nutrition.html

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

Interns apply for a Sustainability Internship with Dining Services and are interviewed by a panel of current sustainability interns and the Dining Services Sustainability Manager and Sustainability Coordinator. Selected interns are offered a paid internship. Dining Services also partners with several student organizations and local community groups to host educational activities in the various dining units. Interns apply for a Nutrition or SPE internship with Dining Services and are interviewed by a panel of current nutrition/SPE interns and the Dining Services Sustainability and Nutrition Director and Nutrition Services Coordinator. Selected interns are offered a paid internship. Paid coordinators interview and select volunteer interns.

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

Students receive a 1 day orientation at the beginning of the academic year covering all current sustainability programs within campus dining as well as company policy.
Students are trained on the various topics they are educating about by the Sustainability and Nutrition Director, Sustainability Coordinator and/or the Sustainability Manager for Dining Services during weekly meetings.

Student coordinators and volunteer interns also receive mandatory and optional trainings from the SNO full time staff, through peer to peer trainings and by leading general and individual team meetings. Examples this year include trainings on professionalism and communications. Students can also pursue trainings through corporate Sodexo resources.

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

Dining Services Sustainability Manager - program overview and development, Resident Garden, Aggie Grown, Outreach and Intern Management
Dining Services Sustainability Coordinator – Waste Reduction and Education , Farmers Market, Outreach and Intern Management
Funding for various activities is provided out of the Dining Services Department of Sustainability & Nutrition budget

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

Women's Resources and Research Center (WRRC) and LGBTQIA Programs

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

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

WRRC:
Peer Education Program (2012-2013)
Intern Program (2012-13)

http://wrrc.ucdavis.edu/

LGBTQIA Programs:
Pretty Little Lies the Media wants us to believe….
Come learn about the complexities of gender and sex as we challenge common misconceptions held about transgender and intersex individuals, with specific focus on advertising, news articles, and television shows such as Mike and Molly, Pretty Little Liars, and Glee.

Hello, I'm Human
Lesbian,Gay,Bisexual, Transgender, Queer, Intersex and Asexual. What does it all mean? Why do people care so much about labels? Does it really matter? Join the LGBTQIA Resource Center and learn what these words mean and why labels matter to some. Come have fun with this interactive and engaging workshop!

PEPperoni & Privilege
Like a pizza, we are all made with different ingredients or identities. Some of these identities are privileged and some unprivileged. Join the Peer Educator Program from the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center in an interactive workshop that will explore the privileges that each of us have. This workshop will bring out these different aspects of our lives while we learn how to use our privilege to support oppressed identities.
To request the workshop you can email the Peer Education Program Coordinator Monique Merritt. Her email is

memerritt@ucdavis.edu

.

http://lgbtrc.ucdavis.edu/programs/peer-educator-program-1

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):

Women's Resources and Research Center:
Peer Education Program (2012-2013)
15 students trained
The Peer Education Program trained students to present interactive and dialogue-based workshops regarding gender equity, women's rights, and gender-related topics.
Peer Educators facilitated workshops for residential housing, student conferences, and student organizations. The Peer Education Program offered three workshop topics: "Sexy or Sexist: Representations of Women in the Media," "Chicks 'n Flicks: Women in Film," and "Masculinities in the Media" from October 2012 through June 2013.
The training and courses are intended to develop students' knowledge about gender, intersecting identities, social justice, and socialization of gender in a U.S. context. Additionally, these learning opportunities aim to further develop students' self-awareness and self-esteem, facilitation ability, presentation comfort, public speaking proficiencies, and collaboration and communication skills.
During the Winter and Spring courses, students had an opportunity to begin revising and developing new workshops. These projects engaged students in further researching specific gender topics and concepts. Additionally, student participated in developing interactive and dialogue-based activities to help peers learn similar information.

Intern Program (2012-13)
11 students trained
During the 2012-2013 academic year 11 student interns were employed at the WRRC. Student interns were enrolled in a one credit class in Spring '12. The course was designed to develop students' knowledge about gender, intersecting identities, social justice, and socialization of gender in a U.S. context. Additionally, these learning opportunities aim to further develop students' self-awareness and self-esteem, facilitation ability, presentation comfort, public speaking proficiencies, and collaboration and communication skills. Interns are responsible for planning, coordinating, and implementing educational and outreach activities that promote gender equity and social justice.

LGBTQIA:
The six Peer Educators do a 16 hour training and take a 2 hour a week class for the entire academic year or until they leave the program. In this class we practice the workshops, design curriculum and have an conversations on Social Justice Topics

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

The center allocates a small amount budget for the program which is used to purchase materials used during the workshops and also refreshments for the trainings and end of the year socials for the Peer Educators.

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

14,600

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

Student Orientation

Responsible Party

Richard Ronquillo
Assistant Director
Student Housing

Criteria

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

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

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

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

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

100

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

Fall Welcome events begin once the new students have moved into the residence halls (a few days before academic instruction begins) and continue until early October. The events are designed to introduce new and current students to UC Davis. Several events at the Fall Welcome prominently promote sustainability. The Campus Resource Fair is where all new students are invited. Annual participants include the sustainability staff from Dining Services, Student Housing, Environmental Stewardship & Sustainability, and Transportation & Parking Services. For example, the Student Housing Sustainability Interns conducted a water taste test and operate a sustainability trivia wheel.

http://fallwelcome.ucdavis.edu/

During the first few weeks at UC Davis, new students are exposed to the campus sustainability website, the weekly Student Housing newsletter featuring sustainability information, sustainable food systems signage, the alternative transportation guide, and some of the green building signage on campus.

Transportation and Parking Services (TAPS) makes an effort to reach every new student through Orientation, pre-orientation events, and Welcome Week events. Additionally all new students living in the campus residence halls are educated about sustainable transportation options available to them, as they are not permitted to park a vehicle on campus. Sustainable transportation is prominently built in to the orientation and student housing experience, in part due to the parking limitations for campus residents and the robust bicycle programs at UC Davis. Each year more than 4,000 new bicycle licenses are sold, many to new students.
Bicycle program information for all students:

http://taps.ucdavis.edu/bicycle

Student guide to getting home:

http://taps.ucdavis.edu/transportation/getting_home_guide

Incoming students are given the opportunity to participate in a half-hour to an hour-long Resident Garden tour, including safety training and gardening experience (planting, picking).

Students and their families receive a basic introduction to Sustainability and Nutrition Services in Dining Services in a presentation given by the Student Housing Director and Dining Services General Manager. Dining Services also posts bulletin board, chalk board and table tent signage throughout the three Dining Commons that focus on sustainable food and sustainability and nutrition programs.

All incoming students and their family members have an opportunity to participate in Transfer, First-Year and International and National Orientation. Sustainability, while not a formal aspect in the multiple Orientation programs, is informally used throughout. (

http://orientation.ucdavis.edu/first-year/

)
*Participants are encouraged to bring their own reusable water bottles and fill them at the Hydration Stations in Student Housing.
*Participants choosing to stay overnight on campus have access to the sustainable features of the Tercero Residence Halls.
*Participants have access to all of the sustainable features of the Dining Commons, including composting, the use of campus and locally grown food and tray-less features available there.
*Student participants will this year, only use online features and resources with their Orientation Leaders to search for classes, as the General Catalog is no longer being printed.
*Family participants receive a presentation from Administrative and Resource Management that includes information about sustainable features and building across campus as well as cutting edge sustainable research happening on campus.
*When campus catering is organized for the program, participants are served using reusable and compostable items.

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

Student Life

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

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

	Yes or No

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

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

Campus Center for the Environment (student-governed)
The Campus Center for the Environment is the Environmental Unit of the Associated Students of the University of California, Davis (ASUCD). The group, comprised of 6 undergraduate student staff members, aims to promote a sustainable lifestyle and environmental awareness at UC Davis through education, tabling, events, student-led classes, and ASUCD events.

California Student Sustainability Coalition - UC Davis chapter (student-governed)
The UC Davis chapter of California Student Sustainability Coalition (commonly referred to as the CSSC) is a student led organization that is part of the larger, statewide CSSC. There are chapters at UC, CSU, community college and even private university campuses across the state. It is their mission to "unite and empower the California community of higher education to collaboratively and nonviolently transform ourselves and our institutions based on our inherent social, economic, and ecological responsibilities." The CSSC creates and endorses campaigns that span many university campuses in California.

Davis Net Impact (student-governed)
An international non-profit organization dedicated to fostering a network of business leaders who use the power of business to create a positive net social, environmental, and economic impact. Constantly searching for new and innovative approaches to socially responsible businesses that make a positive impact on the world.

SEEDS (student-governed)
SEEDS is a program of the Ecological Society of America (ESA). This club is about promoting ecological science in a number of ways, and to encourage underrepresented students to explore the field of ecology. SEEDS will help aid students in the transition from college to career by broadening students' perspectives with eco-trips and guest speakers.

CalPIRG - UC Davis chapter (student-governed)
CalPIRG is a grassroots public interest group that lobbies for issues that they believe are relevant to the general public. They mainly focus on higher education, clean energy, hunger and homelessness, forest protection, and voter registration.

UC Davis Fair Trade Initiative - UC Davis Fair Trade Initiative aims to make UC Davis a Fair Trade Certified campus, spread awareness about Fair Trade, and encourage corporations to ethically source their products. They believe UC Davis should support companies that pay their workers fair wages, protect human rights, protect the environment, and advance community growth.

Table for Two - Table For Two partners with food establishments to serve healthy, nutritionally balanced meals for their guests. Twenty-five cents from each Table for Two meal purchased is then donated to feed an under-nourished child. The collected funds are then used to provide school lunches in countries including Uganda, Rwanda, Ethopia, Tanzania, Kenya and South Africa. (

http://dining.ucdavis.edu/Learn_table.html

)

Food Recovery Network - Food Recovery Network unites students on college campuses to fight waste and feed people by donating the surplus unsold food from their colleges and donating it to hungry Americans. Founded in 2011, FRN has grown to include chapters at more than 110 colleges and universities in 30 states and the District of Columbia that have recovered over half a million pounds of food. (

http://www.foodrecoverynetwork.org/our-chapters/california/uc-davis/

)

Wild Campus - Wild Campus is a student-run, expert-advised, and community-supported program dedicated to the conservation of local wildlife on UC Davis campus and beyond. (

http://wildcampus.ucdavis.edu/

)

Students for Sustainable Agriculture - The UC Davis group Students for Sustainable Agriculture works to engage the campus and larger community in a socially just and ecologically balanced approach to agriculture. (

https://localwiki.org/davis/Students_for_Sustainable_Agriculture

)

Sustainable Resource Operations - The Sustainable Resource Operations (SRO) student group is a UC Davis club that focuses on increasing sustainability awareness and promoting sustainable practices in the built environment. (

https://sroclub.wordpress.com/

)

The website URL where information about student groups is available:

http://cce.ucdavis.edu/

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

Student Farm (run by Agricultural Sustainability Institute)
Since its inception in 1977, the Student Farm has served the UC Davis students and faculty, farmers, gardeners, school children and many others. Its unique program centers around three principles:
A focus on sustainable agriculture principles and practices,
An emphasis on in-field, experiential learning,
The encouragement of student initiative, creativity and exploration.
We have a 7 acre Market Garden that supports a CSA and sales to the Dining Services and Coffee House, and to the on-campus Farmers Market. We are an example of one form of urban agriculture, in that we are a small farm that is on a campus that is integrated into the town. 16 acres of the Student Farm are certified organic.

Resident Garden - Segundo Housing Area (program run by Student Housing, garden managed by students)
The Resident Garden at Segundo is a space for all on-campus residents to learn about organic gardening, local produce, edible plants, how they are grown and cared for, and how they can be prepared after harvesting! During the academic year, programs are hosted at the garden to introduce residents to gardening practices as well as teaching residents how to use produce at home and how to continue gardening once they move off campus. The garden also provides opportunities for student leadership and community involvement.

Other campus gardens include the Experimental College Community Garden, the Plant and Environmental Sciences Salad Bowl Garden, and the Good Life Garden at the Robert Mondavi Institute for Wine and Food Science.

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

http://dining.ucdavis.edu/sus-garden.html

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

Founded in 1968, Unitrans is a unit of ASUCD which operates the transit system serving the UC Davis campus and the entire City of Davis. Approximately 250 students are employed, filling all the operational positions (driver, supervisor, dispatcher, trainer), as well as numerous positions in maintenance, administration, and management. Service is provided on 49 buses fueled primarily by compressed natural gas, and most doubledecker buses using biodiesel fuel. Over 21,000 passengers are carried each weekday, and over 3.6 million per year. Students gain tremendous experience relating to many aspects of sustainability in working at Unitrans. The entire enterprise is devoted to providing a more sustainable means of transporting thousands of people each day by using the bus instead of a car. They see directly the challenges in providing service that is convenient and accessible to the community. Maintenance staff is constantly looking at ways to save fuel and reduce use of materials. The ultimate sustainable statement is the continued use of vintage buses which were first built in the 1940s/50s and have been converted to clean diesel or CNG -- allowing them to continue in service rather than having to buy an entirely new vehicle.

The Associated Students--UC Davis, Coffee House is a $4M, multi-platform, break-even operation staffed by 5 full-time and career employees, a handful of student managers, and over 250 student employees. There are seven different service platforms, including a bakery, pizza servery, deli, tex-mex grill, build-to-order salad station and a home-style foods venue.

Aggie Reuse Store (student-governed)
Aggie Reuse Store promotes sustainability and creative reuse by selling used items such as clothes, books, school & office supplies, and housewares, etc. at a low price to students. We hold craft workshops to teach people how to repurpose items available in the store. We are also a resource to students and campus departments to donate their used goods. Our goal is to divert as much waste possible from the landfill and encourage others to reuse. Aggie ReStore was inspired by the work of Design professor Ann Savageau who collects campus and community waste for use by students in her sustainable design class. Over the last couple of years Professor Savageau has found the amount of materials overwhelming but their creative reuse potential limitless. The graduate students that started the Aggie ReStore hope that salvaging some of these items from the trash will benefit people affected by rising tuition and living costs while also supporting Professor Savageau’s original mission to spread environmental awareness through creative reuse.

Davis Net Impact offers networking and educational opportunities every quarter that bring together current and past classmates while encouraging community involvement. From sustainable business symposia to “day on the job” events, and from community volunteering events to the annual welcome retreat, Davis Net Impact provides members and the GSM community with a wide variety of engaging events every quarter.

The Pantry is a food bank for UC Davis students which aims to prevent students from having access to basic necessities, including food and toiletries, due to financial constraints.

UC Davis Student Farm is an educational site that includes the Ecological Garden and the Market Garden. The Ecological Garden mainly brings in elementary or middle school students that learn about their food, and UC Davis students and interns that learn how to maintain a garden, fruit trees, and chickens.

The Market Garden has a certified organic CSA (community-supported agriculture) basket year-round for UC Davis students, staff, and faculty. Currently, 70 subscribers pay $21/week for a basket every week full of produce grown here at the Market Garden. The Market Garden has also recently been selling more produce to the Dining Commons (mainly Cuarto, who buys around $200 worth of produce/week) and the UC Davis Farmers' Market. Next year, the Market Garden plans to expand past the current 4.5 acres to better

accommodate the requests from UC Davis Dining Service. In addition to providing delicious and local produce to the UC Davis community, the Market Garden allows for students and interns to learn about sustainable agriculture as they help harvest vegetables, set up irrigation, sow seeds, and transplant plants.

Project Compost is a student-run organization under ASUCD that teaches people how to compost through quarterly workshops and tabling events. In addition, Project Compost picks up some of the organic waste from campus, including kitchen scraps from the CoHo, fruit from pomology labs, and plant matter from greenhouses, and compost it here on campus (as opposed to having it trucked out of town). Student volunteers help maintain the compost pile, and finished compost is used by local gardeners, such as those in the Domes, Experimental College gardens, or the Tri Co-ops.

Further information can be found at:

https://sites.google.com/site/gsmnetimpact/

http://studentfarm.ucdavis.edu/market-garden

http://projectcompost.ucdavis.edu/

http://coffeehouse.ucdavis.edu/local

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

http://www.unitrans.com/

A brief description of the sustainable investment or finance initiatives:

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

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

UC Davis Environmental Law Society - Sustainable Agriculture: Farming for the Future symposium (student-governed)
Each year ELS students organize a symposium, which brings experts from around the region and the country to provide their perspective on important current issues. The 2014 ELS Symposium focused on sustainable agriculture and included panels on Food vs. Fuel, Sustainable Beer and Wine Production, BDCP's Impact on Sustainable Agriculture, and Wildlife Friendly Farming. The 2013 symposium topic was California's public transportation.

Agricultural Sustainability Institute - Perspectives on Race, Ethnicity, Class, and Gender in the Food System panel discussion (run by Agricultural Sustainability Institute)
Panel to promote cross-disciplinary conversation about food systems sustainability. Panelists were members of the Inter-Institutional Network for Food, Agriculture and Sustainability, including Joann Lo, Food Chain Workers Alliance, Curtis Ogden, Interaction Institute for Social Change, and Tom Kelly, Sustainability Institute at University of New Hampshire.

Cross Cultural Center - Native American Cultural Days (institution-governed)
Native American Cultural Days is a week of events celebrating the traditions and contributions of Indigenous cultures. The purpose is to:
Create a space on campus for Native music and dance, Native voices, Native art and Native culture to be vibrantly visible.
Provide opportunities for the campus and local Native communities to build connections and address social, cultural, historical and political issues facing the Native American community.
Educate the campus and larger community about the diverse cultural elements that comprise and contribute to our society.
Promote cross-cultural communication and alliances, offer opportunities for service to the community and provide experiences in leadership development for UCD students.
Present speakers, workshops, seminars, art exhibits, performing artists, films, receptions, cultural ceremonies and youth outreach conferences.
Present Powwow, the single largest gathering of Native people on the Davis campus that attracts over 1,000 dancers, vendors and spectators for contests and celebration.

Examples of events:
(1) Mother Earth's Immune Response: Environmental Activism in Nature and Indigenous Territories: A lively dialogue on Native American activism against multinational corporations to protect Mother Nature and limit corporate infringement of Native territory. Featuring Pennie Opal Plant (Idle No More SF, Gathering Tribes). Join a conversation that is beginning to stir the world toward global activism for the shared environment we all live in.

(2) Native American Cultural Perspectives on the Climate Crisis: Symptoms, Solutions, and the Path Forward: Jay Julius, Councilman of the Lummi Nation, will be presenting on the response to corporate land acquisition and its impact on land, water, resources, and traditional way of life. Governments and communities around the globe are increasingly aware of the climate crisis. The speaker and the panelists will bring a unique cultural perspective to this crisis, how it is affecting their culture, current responses to the crisis and adaptation strategies, and what we can do together as collective communities to build collaborations and alliances, placing our spiritual connection with Mother Earth at the top of our priority list where it belongs.

Center for Leadership Learning (institution-governed)
CLL workshops cover a wide variety of leadership and professional development topics. We have 8 categories that guide our programming, including Diversity and Social Responsibility. Students are welcomed to attend as many workshops in as many categories as they like. Workshops include "Citizenship: Working for positive change for the greater good" and "Are You a Leader Prepared to Impact the World?"

Dining Services' Sustainable Food Systems Lectures
Dining Services offers classroom presentations and tours 10+ times per year working directly with professors and educational programs to provide expertise on sustainable food in the context of institutional purchasing in California. An average of 15-30 students attend in each group and students come from both on and off campus. Examples include the Sustainable Purchasing class of the culinary program for the Sacramento Art Institute, UC Davis International Education and Nutrition classes from Japan and China, local high school student programs, and sustainable living classes. Lectures create discussions around sustainability, conscious consumption, and business.

UC Davis holds a variety of major events related to sustainability on a regular basis. Three recent examples include:
In April 2012, Bill McKibben, a noted author and activist for global warming solutions, came to speak at UC Davis as part of the Capital Public Radio speaker series, and students were invited and encouraged to attend the free talk. In June 2012, the campus hosted the annual California Higher Education Sustainability conference, which includes students, faculty and staff sustainability practitioners across all four systems of higher education in California. In March 2013, UC Davis hosted the Climate-Smart Agriculture Global Science Conference, at which scientists and policymakers from around the world met to discuss and "analyze how to respond to the threats of climate change to global agriculture while meeting the world's need for food, prosperity and sustainability."

In addition, students organize activities annually for Earth Week and hold a Sustainability Summit at the end of each school year. The summit features student, staff, faculty, and administrator as speakers. It is an opportunity for all attendants to network, inspire one another, and celebrate their accomplishments in the last year. The Summit supports the belief that we are all equals and need to work together to make a difference in the issue of preserving the integrity of the Earth.

Another annual event held at UC Davis is the Education for Sustainable Living Program (ESLP). The program has created a web of learning and education that has woven itself into the campus and the community. Not only does the program engage students and community members with stimulating presenters, but it also empowers them to do amazing things in the community. The Action Research Teams (ART) allow students to participate in projects ranging from a pedal-powered laptop charger to informational videos about bike commuting to Sacramento. In fact, ESLP projects and participants can be found in many facets of the community and campus. Furthermore, it has given rise to new clubs that enhance student life.

Further information can be found at:

http://sustainability.ucdavis.edu

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

http://johnmuir.ucdavis.edu/events

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

UC Davis International Education Week - plastic bag globe installation, November 2013 (institution-governed)
For International Education Week, a 6’ tall globe covered in plastic bags was installed next to the Services for International Students and Scholars building. The globe was modeled after design professor Ann Savageau’s Bags Across the Globe project. The purpose of the globe was to increase awareness about the environmental impacts of single-use plastic bags.

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

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

UC Davis Campus Recreation: Outdoor Adventures (institution-governed)
Outdoor Adventures offers hiking, camping, backpacking, whitewater rafting and kayaking trips to spectacular natural areas in California

and beyond. In addition, Outdoor Adventures offers comprehensive healthcare classes in CPR, first aid, and EMT training. All aspects of our trips, from the carpools we form to get to the locations to the leave-no-trace practices we use on the trail and at camp, enforce our strong dedication to the sustainable treatment of the environment. We teach participants about the importance of treating the environment with respect by staying on designated paths, cleaning up litter, and reducing noise pollution. Mostly, we get people outdoors that might not otherwise have the chance. They are able to see and experience the beauty of their environment, and in return, gain appreciation for these places and the motivation behind the sustainable practices needed to preserve them.

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

http://campusrecreation.ucdavis.edu/cms/internal.aspx?uid=2d222162-a3da-46e3-bbbd-ee515fdcd515

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

Student Housing operates the "Go Zero Waste by 2020" campaign, year-round, as a first-year experience for all students living in the residence halls. Related activities begin as early as just prior to the students' arrival to campus where the Go Zero Waste logo has been included in publications and information about reducing waste during move-in is distributed. The "Go Zero Waste by 2020" campaign is included in Fall Welcome (orientation), residence hall programs, dining programs, brochures, publications, and social media content. The logo is included on the stainless steel bottle that is provided to every resident as a reminder that they can contribute to reducing waste by using the bottle to fill up, instead of purchasing plastic bottles of water. A popular item is the "Go Zero Waste" shirt which includes a design on the back that is created by a student to represent what waste reduction means and voted by their peers as the best design as part the Go Zero Waste Challenge (a friendly sustainability competition among the residence hall areas). The shirt is made available as a prize throughout the year at programs and for correctly responding to trivia on the Student Housing Facebook page.

In addition, the Campus Community Book Project (CCBP) was initiated after September 11, 2001 to promote dialogue and build community by encouraging diverse members of the campus and surrounding communities to read the same book and attend related events. The book project advances the Office of Campus Community Relations' (OCCR) mission to improve both the campus climate and community relations, to foster diversity and to promote equity and inclusiveness. Everyone is encouraged to talk about and get involved in the project and its wide assortment of programs, most of them free.

The UC Davis Campus Council on Community and Diversity (CCC&D) invites all members of the campus and greater Davis community to nominate books related to a selected topic. The CCBP Selection Committee meets several times to review and discussion the nominations before making a final selection.

The CCBP schedules of events are extensive and include art exhibits, library exhibits, films, lectures and panel discussions, and the featured author's talk.

Campus Community Book Project (institution-governed)
The Campus Community Book Project (CCBP) was initiated in response to the events surrounding the September 11 attacks to promote dialogue and build community by encouraging diverse members of the campus and surrounding communities to read the same book and attend related events. The book project advances the Office of Campus Community Relations (OCCR) mission to improve both the campus climate and community relations, to foster diversity and to promote equity and inclusiveness.

The 2013-2014 book was Half the Sky: Turning Oppression Into Opportunity for Women Worldwide by Pulitzer Prize-winning journalists, Nicholas Kristof and Sheryl WuDunn. Nicholas Kristof spoke at the Mondavi Center for the Performing Arts on January 13, 2014. Year-long project activities have include a photo exhibition, All the Corners of the Sky: Photo Essays Celebrating Identities Through the Gender Universe; a library exhibit, Women in the Global Economy: From Oppression to Opportunity; the Women in Leadership seminar series which included film screenings and a panel session; film screenings; and many panel discussions and lectures, such as Case Study Africa: Women's Economic Empowerment and Changing the Paradigm: Women Change Agents in International Development.

Selections:
2013: Half the Sky: Turning Oppression Into Opportunity for Women Worldwide by Nicholas Kristof and Sheryl WuDunn
2012: The Warmth of Other Suns by Isabel Wilkerson
2011: The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
2010: Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race by Beverly Daniel Tatum, Ph.D
2009: The Geography of Bliss – One Grump's Search for the Happiest Places in the World by Eric Weiner
2008: Mountains Beyond Mountains – The Quest of Dr. Paul Farmer, A Man Who Would Cure the World by Tracy Kidder
2007: The Devil's Highway by Luis Alberto Urrea
2006: The Omnivore's Dilemma by Michael Pollan
2005: The Kite Runner by Khaled Hosseini
2004: Twilight – Los Angeles, 1992 by Anna Deavere Smith
2003: Gandhi's Way – A Handbook of Conflict Resolutionby Mark Juergensmeyer
2002: The Spirit Catches You and You Fall Down – A Hmong Child, Her American Doctors, and the Collision of Two Cultures by Anne Fadiman

http://occr.ucdavis.edu/ccbp2011/images/ccbp-poster.pdf

The website URL where information about the theme is available:

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

UC Davis has a formally designated model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, but the model room is not occupied by residents. Student Housing at UC Davis respects the privacy of residents, to every extent possible.

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

A brief description of sustainability-focused student employment opportunities:

Environmental Stewardship and Sustainability Office (institution governed) hires student employees to assist with greenhouse gas inventorying, waste reduction and recycling efforts, and the Green Workplace program.

Energy Conservation Office (institution-governed) hires student employees to assist with building energy efficiency data analysis and implementation of the campus LEED-EB:OM program.

Dining Services - Student Sustainability Coordinators and Interns (institution-governed)
Student sustainability coordinators and interns work within the UC Davis Dining Services Department of Sustainability and Nutrition to

engage students, dining guests and dining services employees about food system sustainability and UC Davis Dining Services sustainability efforts. The goal of the Student Sustainability Coordinator and Intern program is to provide UC Davis students with the opportunity to have a leadership role in UC Davis Dining Services sustainability initiatives and to build skills and knowledge related to food system sustainability. Specific job roles include ten student paid positions managing campus grown supply chains, waste reduction and education, sustainability education, farmers market demonstrations, cooking demonstrations, coordinating the Resident Garden and sustainable food marketing.

Students gain core-competencies and strengths including professional development, knowledge of local, regional, national and global sustainability issues, campus resources and key campus and community sustainability stakeholders, and benefits and barriers to various aspects of food system sustainability and systems change. Students also learn the lifecycle of a food item – from field to plate to disposal – and the implications of various behaviors/practices within the lifecycle. Lastly, students learn communication skills such as peer-to-peer engagement, and how to work in diverse teams.

The program is designed to prepare students to be effective leaders and communicators for sustainability initiatives within our local, regional, national and global food community.

ASUCD Coffee House - Sustainability Intern (student-governed)
The Sustainability Intern works closely with the AS Dining Services Director to bolster sustainable efforts, audit service platforms and kitchen areas to improve sustainability, and compile reports on sustainable food purchases for the UCOP.

Student Housing

Sustainability Student Assistant employed year-round. Part-time during the academic year with the option of full time during winter and summer break. Duties include assisting the Student Housing Sustainability Coordinator with waste diversion strategies, sustainable purchasing tracking, water meter readings, updating spreadsheets quarterly for waste, energy & water, LEED documentation for Student Hsouing projects, and everything in between.

Sustainability Programmers are employed part time during the academic school year. Their responsibilities include; peer-to-peer sutainability education with the residents; taking the lead on the development and implementation of the annual Go Zero Waste Competition that runs every fall quarter (residence hall sustainability competition); taking the lead on the development and implementation of the annual Energy & Water Challenge that will run every winter quarter starting in 2015 in collaboration with the Energy Conservation Office (residence hall sustainability competition); create content for the website and social media; and collaborate with the other student sustainability staff on campus.

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

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

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

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

Project Compost (student-governed)
Project Compost is a student-run, student-funded unit of the Associated Students of the University of California, Davis (ASUCD). Volunteer opportunities are always available. Most volunteers go on compost runs and collect food matter from pick-up sites on campus, help with giving workshops, tabling, making educational material, and much more. There are also internships.

Wild Campus (student-governed)
Wild Campus is a student-run, expert-advised, and community-supported program dedicated to the conservation of local wildlife on UC Davis campus and beyond. Their mission is:
1. Encourage local wildlife on and off campus through:
- improvement of habitat for local wildlife, especially those of special concern.
- reduction in negative impacts of invasive species.
2. Increase public interest in wildlife conservation through:
- educational events for all ages.
- facilitation of involvement in wildlife conservation.
3. Provide valuable experience to future conservation professionals by:
- providing real world wildlife management experience to students.
- training students to effectively communicate science to the public.
- putting students in contact with the expertise of faculty on campus.
4. Improve campus visitor experience through:
- increased opportunities to observe wildlife.
- entertaining educational and community involvement events.

Wild Campus manages a Wild Reserve, a site within the UC Davis Putah Creek Riparian Reserve. Most Wild Naturalist Active Conservation Projects and Wild Forces habitat restoration/enhancement events are located within this site each year, with the goal of maximizing the potential of this area to help local wildlife. Members of Wild Campus, the Wild Naturalists, will be monitoring various populations of amphibians, birds, fish, insects, mammals, and reptiles each year in an attempt to gauge the long-term effects of their projects.

Websites for many of the groups mentioned in this credit:

http://cru.ucdavis.edu/content.cfm?contentID=78

http://studentfarm.ucdavis.edu/

http://wildcampus.ucdavis.edu/

http://cce.ucdavis.edu/

http://ccc.ucdavis.edu

http://projectcompost.ucdavis.edu/

http://dining.ucdavis.edu/sus-ecofoodcorps.html

http://aggiereuse.ucdavis.edu

http://occr.ucdavis.edu/book-project.html

http://students.law.ucdavis.edu/ELS/

http://gsm.ucdavis.edu/ni

http://www.calpirgstudents.org/davis

http://www.sustainabilitycoalition.org/uc-davis/

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

Outreach Materials and Publications

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

UC Davis maintains several forms of outreach and communication materials related to sustainability learning and knowledge, including a website devoted to campus sustainability, covering campus progress toward sustainability goals, ways to take action, sustainability research, and student life and learning opportunities.

The website URL for the central sustainability website:

http://sustainability.ucdavis.edu/index.html

A brief description of the sustainability newsletter:

Student Housing distributes a weekly email newsletter called the Aggie Reader. Every Aggie Reader has a section devoted to sustainability news, events, facts, tips, etc. Any campus department may submit material for the Aggie Reader.

In addition to this, Field Notes is an email newsletter on sustainability issues produced by the John Muir Institute of the Environment.

The website URL for the sustainability newsletter:

http://johnmuir.ucdavis.edu/news/field-notes

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

The Office of Environmental Stewardship and Sustainability maintains a Facebook page, interactive blog, and Twitter.

www.facebook.com/UCDavis.Sustainability

http://blogs.ucdavis.edu/sustainability/

Twitter: @UCDavisSustain

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

http://www.facebook.com/UCDavis.Sustainability

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

A website devoted to campus sustainability, which can also be used as a vehicle to disseminate student research on sustainability.

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

http://sustainability.ucdavis.edu/index.html

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

Student Housing includes building signage that highlights green building features in all LEED certified buildings. The signage is prominent and includes information on green building features in each LEED category.
The Brewery, Winery & Food Science Facility includes building signage that highlights green building features. The Conference Center also includes signage that highlights green building features.

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

http://housing.ucdavis.edu/__pdf/sustainable_living.pdf

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

UC Davis Dining Services sustainable food signage and informational materials include:
• In fall 2014, a set of eight infographics on water, energy, transportation, etc., were posted throughout each of the Dining Commons. Guests could then pick up a corresponding trivia card and fill it out based on the information in the infographs to earn a prize.
• In winter 2015, a set of 14 posters highlighting different sustainable food offerings were posted throughout each of the Dining Commons.
• A third of the napkin display holders, located on each table throughout our dining commons, are designated for sustainable food information and rotated weekly throughout the year.
• A bulletin board display in each dining commons is rotated on a weekly basis with themed topics on resource use reduction through food choices.
• Student education interns create their own chalkboard design to message sustainable food topics, which is then left up in the DC for the week until the next sustainability or nutrition education activity.
• Signage intended to direct staff in the production areas to compost or recycle is also viewable to student guests.
• The Many Cups, One Drink social media campaign to encourage students to use reusable cups also included signage throughout retail dining units during winter quarter 2015.
• Displays with 8.5x11 inch signs that include farm name, location and distance from campus are placed above featured salad bar items, local whole fruit bowls, and biweekly Farmers Market Specials. Local and sustainable food indicators are also placed on our salad bar ingredient labels. Finally, our fall Farm to Fork and spring Farm to College meals, as well as sustainably themed catered events, are thoroughly signed with grower location maps and profiles.
• Student-designed “Love Food, Don’t Waste” signage is placed on the sides of the dish return as well as on the rotating shelving within the dish return.

Fact sheet:

http://dining.ucdavis.edu/documents/UCDavisDiningServices2015Overview_000.pdf

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

http://www.dining.ucdavis.edu/sustainability.html/

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

In the UC Davis Arboretum there are brightly-colored signs identifying the All-Stars, which are 100 tough, reliable plants that have been tested in the Arboretum, are easy to grow plants that don’t need a lot of water, have few problems with pests or diseases, and have outstanding qualities in the garden. Each sign includes a photo of the plant in bloom, a list of its outstanding features, and information about how to grow it.

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

http://arboretum.ucdavis.edu/arboretum_all_stars.aspx

A brief description of the sustainability walking map or tour:

A self-guided sustainability field trip map, which includes both a walking and a biking tour, in print form, can be accessed at

http://sustainability.ucdavis.edu/local_resources/docs/sustainability_tour_map.pdf

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An online, interactive map can be found at:

http://campusmap.ucdavis.edu/sustainability/

The website URL of the sustainability walking map or tour:

http://campusmap.ucdavis.edu/sustainability/

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

The Campus sustainability website covers items that relate to sustainable transportation. Additionally, UC Davis Transportation and Parking Services (TAPS) manages two Facebook pages, one focused specifically on the sustainable transportation program (goClub). TAPS also uses the Reaching the Residents Newsletter to send regular messaging about sustainable transportation to campus residents. The goClub website, brochures and a portion of the new employee orientation program focus on alternative transportation choices for commuters.

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

http://taps.ucdavis.edu/newsletter/

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

UC Davis and the City of Davis collaborate on a campus/city bike map that includes rules and tips for cyclists in addition to a number of written and digital materials for cyclists.
(print material, no website)

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

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

Student Housing has an online guide for green living and sustainability in the residential experience. The "Sustainable Living Guide" introduces residence hall students to Student Housing's commitment to creating and providing a sustainable living environment, while teaching them how they can maintain a sustainable lifestyle both while living in the residence halls and after they move on.

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

http://housing.ucdavis.edu/__pdf/sustainable_living.pdf

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

The California Aggie reports on sustainability topics through various reporters.

Student Housing distributes a weekly email newsletter called the Aggie Reader. Every Aggie Reader has a section devoted to sustainability news, events, facts, tips, etc. Any campus department may submit material for the Aggie Reader.

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

http://www.theaggie.org/

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

A blog and social media that that feature material on sustainability.

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

http://blogs.ucdavis.edu/sustainability/

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

Yes

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

Staff Development and Professional Services runs the Wellness Portal, a website with information on seven different wellness focuses, including Environmental Wellness. The Wellness Portal was created to assist students, staff and faculty in locating resources related to the various aspects of wellness. Campus resources, as well as those in Davis and the larger web community, are included.

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

http://mywellness.ucdavis.edu/environmental.html

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Cool School Awareness Campaign (whole campus outreach campaign)

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

In late summer 2012, UC Davis was informed by Sierra magazine that the campus had been named the 2012-13 #1 Cool School for its sustainability achievements. The campus knew this was a unique opportunity to communicate about sustainability. The office of Environmental Stewardship and Sustainability worked in very close partnership with the office of Strategic Communications to create an awareness campaign for the duration of the award. The campaign was designed to meet three key goals: 1) increase awareness across a wide swath of audiences about campus sustainability achievements; 2) encourage the adoption and continuation of sustainable behaviors and practices; and 3) generate school pride around the #1 ranking and the sustainability achievements that won that ranking.

The campaign was about 10 months long, utilized a wide variety of outreach methods from traditional means to more unusual and creative means, and deliberately sought out collaborative, partnership-based, and resourceful opportunities. The campaign was run with a slim budget, with money allocated to hire a recently graduated student to be the project coordinator, and for some limited collateral and communication materials, such as banners and postcards. The 5 other core team members' time was absorbed in their offices' budgets. At the 2013 California Higher Education Sustainability Conference, the campaign was awarded the Best Practice Award for Communicating Sustainability.
Core lessons from the campaign include:
Pull together a small team in order to get a lot done, create and innovate quickly, and hold each other accountable
Make a communication/marketing plan, but not too detailed or rigid of a plan so that the campaign can seize opportunities that arise and reallocate resources quickly
Define a consistent visual look. Stick to it.
Partner, collaborate, and share opportunities every chance you can. Ask for what you want, others may be able and willing to help. Find ways to make you and your partners both shine.
Capitalize on existing resources; be scrappy.
Let a limited budget be a source of creativity; avoid costly "opportunities"
Have fun, be open, stay flexible
The medium cannot undermine the message: Source any materials or products sustainably, even when it's hard and expensive.

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

The campaign assessed messaging success through a variety of metrics. We used bitly links to track engagement with our communication materials and could see which materials were getting the most scans and at what locations on campus. At the end of the school year we created a short Google survey and asked one question, "Why do you think UC Davis is the #1 Cool School?" The survey was distributed through various campus social media outlets and the campus email and online newsletter. 68% of our respondents chose the answer, "UC Davis was ranked the "Coolest School for its sustainability efforts." The survey helped us get a sample of the number of campus community members that we reached. Sales data from our campus bookstore was very positive, of the Cool School products ordered, over 80% of it was sold during about a three month time period.

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

http://sustainability.ucdavis.edu/progress/commitment/cool_school/index.html

The name of the campaign (2nd campaign):

Student Outreach Campaigns - Dining Services

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

Student Campaigns

(1) Waste Less Winter Quarter
(2) Waste Less Winter Quarter reinforces existing education and waste reduction programs through tabling and awareness talks. Waste reduction interns spent the first month updating signage in each of the units ensuring signs are posted in the front and back of the house detailing our compost, recycling, and waste reduction programs. During the second month, interns tabled in each of the Dining Commons encouraging students to use Just Ask and Try- a- Taste to reduce food waste. Throughout the quarter, Dining Services management discusses “Waste Talks,” spending five minutes during weekly huddles to discuss our waste reduction programs.
(3) Since the beginning of the quarter, our waste audit results revealed that we reduced our post consumer waste by .11 oz per meal per person, a 5% reduction.

(1) Resident Garden Parties
(2) Once a month, our Resident Garden Team hosts a “Garden Party” at the Resident Garden at Segundo. This is a first-year student resident living area in which Student Housing, Campus Center for the Environment and Dining Services collaborate to offer first year students access to try gardening. The monthly garden parties serve to increase participation by bringing students to the garden with activities (i.e. seed saving, pest management workshops) and refreshments. The goal is to increase our “Blue” and “Gold” Gardeners, students who regularly visit during the week to gain experience and be able to garden on their own.
(3) The Resident Garden Parties have led to an average of 30 new “Blue Gardeners” and 2 new “Gold Gardeners” per quarter. Once a student has gardened alongside an experienced student intern ten times, they gain “Gold Gardener” status. The average attendance of the garden parties is 10-20 students.

(1) Aggie Grown, Resident Garden and Waste Reduction Outreach
(2) Each month, our Aggie Grown and Resident Garden Teams table in each of the DCs during one meal period to raise awareness about respective opportunities for students. The Aggie Grown Team recruits students to volunteer at the Student Farm and hosts activities to engage students such as, “Get to know your Greens,” a Student Farm produce identifying game. The Resident Garden Team recruits students to utilize the garden and engages through tea bag making and seed starting, for example.
(3) Resident Garden outreach has led to increased participation in Garden Parties and in turn weekly gardening opportunities for student residents.

(1) Meatless Monday Campaign
(2) Meatless Mondays is an annual campaign to demonstrate to students what their vegetarian and vegan options are in Resident Dining and to gain 1,000 pledges from students to try leaving out meat one day a week for their health and the health of the planet. We table 6-8 times a year as part of our Healthy Planet, Healthy Me! Program. At the end of the academic year, we invite students who have pledged to join us in the DC for a coconut ice cream party and add up the total savings in environmental impact of all of those who pledged to demonstrate to students the power of their food choices.
(3) Meatless Mondays impact for 2011-2013, based on virtual resources saved from meals eaten without meat over one academic year:
Total Meatless Monday Pledges = 859.0
CO2 total (tons of CO2) = 119,401.0
CO2 total (equivalents to trash bags full) = 178,672,000.0
H2O total (gallons) = 39,754,520.0
H2O total (football fields, 1cm deep) = 3,375.9
Fossil Fuel total (gal) = 34,360.0
Fossil Fuel total (trips to SF from Davis) = 12,455.5

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

(see above; measured impacts included with each element of Dining Services education and outreach campaigns)

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

http://dining.ucdavis.edu/sustainability.html

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

Employee Outreach Campaigns

(1) Back of the House Waste Audits
(2) One time each month, our two student Waste Reduction Coordinators visit our three Dining Commons and two retail hubs (Scrubs, Silo) to check the waste stream diversion in each unit. Units are not warned in advance. The students check through the compost, recycling and waste receptacles in each production area, as well as look as much as safely possible into our dumpsters and compactors, to determine whether the production teams in each unit are properly sorting their waste. They are also checking to make sure that we are using the proper disposable materials to minimize waste and that all waste education/signage is correct in the units. If the student coordinators find any misplaced waste, they discuss with the staff on duty to foster proper waste diversion understanding. Each unit receives a score based on a scale of 1-10, and the winning retail and resident dining units receive a trophy each month. At the end of the year, the unit with the most trophies wins a grand prize.
(3) Each year, the units' waste diversion accuracy increases from the beginning of fall quarter, demonstrated by improved scores during the audits in each unit. This is also demonstrated by seeing consistently positive results in our waste diversion overall as well as positive feedback from the services that process our waste.

(1) Sustainability Talks
(2) Sustainability Talks are biweekly newsletters distributed to the Directors of each unit to go over with their teams during "team huddles" before each meal period. The focus this quarter was on waste reduction, including topics such as "Just Ask" and "How to Sort your Waste," which seek to build knowledge among staff on our waste reduction programs. These Sustainability Talks are also intended to educate staff on sustainable food issues outside of our immediate campus, such as how a Biogas digester works, and information on the local farms that we work with.
(3) We distributed buttons for staff to wear along with our most recent Waste Talk to encourage a program called "Just Ask" in which we try to create more communication between students and front-line staff to customize dishes and limit post-consumer food waste. We found that the Directors' and staff support of this Waste Talk could be seen by the number of staff who we see wearing the buttons and supporting the program, without us having to individual trainings.

(1) Green Workplace
(2) The UC Davis Green Workplace program provides individuals with achievable steps toward a greener workplace and celebrates their accomplishments. By participating, departments and research group:
Save resources and money
Improve re-use of supplies and equipment, as well as reduce the amount of waste sent to the landfill
Reduce greenhouse gas emissions and environmental impact
Build community relationships
Be recognized for sustainability efforts and promote this work among colleagues
The program includes three ways to participate:
Green Leaf: An individual can earn a green leaf for themselves and their own desk.
Green Office: An administrative unit can earn a certificate for their collective everyday practices. Personal and group actions are added together.
Green Lab: A research group can earn a certificate for their everyday practices in the lab.
For each type of participation, Leaf, Office, or Lab, participants complete sustainability checklists, learn tips for improving their sustainability scores, and have opportunities to complete sustainability activities with their co-workers.
(3) Currently there are approximately 400 employees in the Green Office program and approximately 200 employees in the Green Laboratories program. We have over 35 Green Leaf champions, four Green Office champions, and three Green Lab champions. Many

staff are eager to join the program and offer additional training to their units. For example, one Green Champion hosted a Green Office Expo on behalf of her department and another has volunteered to do outreach at a tabling event.

http://sustainability.ucdavis.edu/action/green_workplace/index.html

Employee Educators Program

Responsible Party

Allen Doyle
Sustainability Manager
Office of Environmental Stewardship and Sustainability

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

10,766

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

Green Workplace

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

10,766

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

Green Workplace is a program which encourages students, faculty, and staff to lower their carbon footprints on campus in their work spaces. "Green Champions" are selected using the Green Office and Green Laboratories programs, which have been in pilot phase for over a year and are now launched. Through the Chancellor's Vision of Excellence, Goal Four, we enroll senior leadership to recommend

these programs to departments and schools. From the bottom up, undergraduates have learned of the programs and taken them to their supervisors who have then enrolled.
The Green Office and Green Laboratories programs provide assessments at the a) departmental level, b) personal level, and c) for researchers.
The assessments are coordinated by the Green Champion(s) for each unit, and units gain participation points through the number of personal responses as well as by having additional "module leaders" who are also peer educators in addition to the Green Champions.
Green Champions are the coordinators of the program for their workplace. They encourage their colleagues to participate and educate their offices on sustainable living and working. Anyone can sign up to be a Green Champion.

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

Green Champions receive on-site training from Green Workplace student interns and they also take part in self-guided activities that increase knowledge and connection to conservation efforts. The Green Workplace staff will co-organize a kick-off event for the office/lab and share information about best practices for creating a green workplace. Participants are required to take assessments and the assessments give information on best practices and tips. Green Champions encourage their colleagues to uses these practices in order to achieve the highest Green Office or Green Lab certification (gold).

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

Allen Doyle, the campus Sustainability Manager, oversees the Green Workplace program. He helps recruit offices and labs for the program and helps organize the kick-off events.

When Green Offices and Green Labs complete the program they receive certificates and individuals, labs, and offices are also listed on the UC Davis sustainability website on the Green Workplace Champions page.

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

http://sustainability.ucdavis.edu/action/green_workplace/index.html

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

100

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

Staff Development and Professional Services (SDPS) runs an online New Employee Orientation (eNEO) as well as an in-person Benefits Orientation. SDPS provides a resource list to all NEO participants and it includes the Office of Environmental Stewardship & Sustainability's website URL. New employees also watch a video about turning campus olives, which used to be a waste material, into olive oil.
eNEO includes the following information about campus sustainaiblity:
- Dining Services' sustainability efforts - "…as part of our commitment to a sustainable future, UC Davis food services use innovative techniques to achieve the 4 Rs—Reduce, Reuse, Recycle and Rebuy. We are committed to achieving our goal of zero waste by 2020."
- Transportation and Parking Services' alternative transportation options and the goClub (

goclub.ucdavis.edu

)
- UC Davis Principles of Community (

occr.ucdavis.edu

)
- The availability of on and off-campus farmers markets (

farmersmarket.ucdavis.edu

) and environmental research.

- WorkLife and Wellness, which encompasses dependent care, health and wellness, financial support, career flexibility, and community involvement (worklife-wellness.ucdavis.edu/)
- Numerous health and safety policies and practices, including health center locations and related programs
- Campus-sponsored education and development opportunities (sdps.ucdavis.edu/)
- UC Davis Extension, the professional and continuing education arm of the university, which offers several sustainability-related courses and certificates (

extension.ucdavis.edu

)
- The Whole Earth Festival, which celebrates ecological sustainability (

wef.ucdavis.edu

)
- The annual campus-wide celebration of the rich diversity of UC Davis - “Soaring to New Heights” (occr.ucdavis.edu/soaring)
- The Campus Book Project (occr.ucdavis.edu/book-project.html)
- UC Davis Olive Oil, which is made from harvested olives from campus trees (

oliveoil.ucdavis.edu

)
- The Good Life Garden, which features organic and sustainably grown vegetables (

goodlifegarden.ucdavis.edu

)

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

http://sdps.ucdavis.edu/neo/new_employee.html

Staff Professional Development

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Staff Development and Professional Services (SDPS) fosters and supports learning and performance by providing innovative, high-quality programs, resources and services. SDPS offer staff a wide array of courses, programs and certificate series on nearly 300 topics, as well as confidential career counseling, a resource library, online toolkits and management consultation regarding learning and performance support.

UC Davis has a library of e-learning covering many subjects. There are three courses available related to green business, five courses related to green IT, one employee orientation course that addresses sustainability and one course related to green driving. In addition, UC Davis also licenses an e-book library (provided by Skillsoft). This library has over 1,500 books that address sustainability. All of these resources are available to all UC Davis employees.

UC Davis Extension professional and continuing education courses are accessible to all UC Davis staff. Sustainability-related coursework is available on a class-by-class basis, or staff members can enroll in one of five certificate programs (Green Building and Sustainable Design, Sustainability and the Built Environment, Energy Resource Management, Environmental Management for Industry Facilities, and

Renewable Energy) or earn a professional concentration in Solar Energy Systems and Design. (extension.ucdavis.edu/)

Staff Development and Professional Services (SDPS) fosters and supports learning and performance by providing innovative, high-quality programs, resources and services. SDPS offer staff a wide array of courses, programs and certificate series on nearly 300 topics, as well as confidential career counseling, a resource library, online toolkits and management consultation regarding learning and performance support. Sustainability-related course examples:
Living the Principles of Community
Understanding Diversity and Social Justice
Unpacking Oppression
Disability Awareness in the Workplace
Culturally Inclusive Language

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

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

http://sdps.ucdavis.edu/

Public Engagement

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

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

Community Partnerships

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

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

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

Yes

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

UC Davis has many partnerships with the local community. A representative sampling of supportive sustainability-related partnerships are:

Protection of Putah Creek through the Solano Project water settlement, which brought consistent water supplies back to a local stream in order to ensure viable habitat for salmon that use the stream for a spawning ground. (multi-year)

Protection of open space and farmland preservation through participating in the Kidwell exchange, wherein UC Davis partnered with local governments and the state Department of Conservation to purchase an expanse of land adjacent to Interstate 80 for continued agricultural use, instead of commercial development. For more about the McConeghy Ranch see:

http://www.conservation.ca.gov/index/news/2005%20News%20Releases/Pages/NR2005-26_McConeghy_Ranc

h_Easement.aspx

. (multi-year and on-going)

Protection of open space through the Russell Ranch Habitat Mitigation Area and Putah Creek Riparian Reserve, including participating in the Lower Putah Creek Coordinating Council. (on-going)

Stewardship of regional water supplies through participation and chairing of the Water Resources Association of Yolo County, which produced an Integrated Regional Water Management Plan. (multi-year; and on-going efforts)

The UC Davis Arboretum and California Center for Urban Horticulture partnership to work with commercial nurseries to bring tested, reliable, easy-to-grow, water-conserving, heat-tolerant plants, the Arboretum All-Stars, to major and small retailers, including local nurseries and small hardware stores. The choices include both native plant species and adaptable non-natives, many selected for their value to birds, beneficial insects, and other native pollinators. (on-going)

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

No

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

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

Yes

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

Participation with local government and citizen groups through the City of Davis Climate Action Team, Valley Climate Action Center, and Yolo County Climate Compact to share faculty and staff expertise and work together towards solutions.

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

The UC Davis Center for Regional Change (CRC) produces innovative research to create healthy, sustainable, prosperous, and equitable regional change in California's Central Valley and Sierra Nevada and beyond. Organized within and with core support from the UC Davis College of Agricultural and Environmental Sciences, the CRC is a resource for faculty and students across the campus and partners throughout California and the world.

From 2013 through 2015, The California Wellness Foundation is providing a generous grant to bolster CRC's ongoing efforts to build sustainable institutional capacity to inform the organizing, education, and policy work of environmental health and justice organizations and their allies. This includes many of CRC established partnerships with governmental agencies, businesses, tribes, and nonprofit organizations around the state, including grassroots groups working directly with Environmental Justice communities such as: Ubuntu Green, the Coalition on Regional Equity, the San Joaquin Valley Cumulative Health Impacts Project (SJV CHIP), and the Advocates Coalition for the Coachella Valley (ACCV).

The Center for Regional Change plays a leadership role in bringing together diverse stakeholders in California around pressing environmental justice and health issues; building capacity of environmental justice and health advocates for full participation in policy decisions; contributing technical expertise on innovative strategies to use data to inform decision-making; and documenting impacts and share lessons learned to inform future practice in California and beyond.

These organizations are producing policy-relevant research on environmental health and justice problems and solutions with CRC support. CRC serves as a unique information and technical assistance resource for the environmental justice and health movements in California by offering innovative and customized research to inform their strategies.

The main objectives of this grant are:

• To continue to convene diverse stakeholders on issues of environmental health and justice in CA.

• To continue to provide capacity-building training and technical assistance to community-based nonprofit organizations in California.

• To develop and implement a communications plan documenting key and promising practices and innovations in environmental justice.

(

http://explore.regionalchange.ucdavis.edu/

)

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

Yes

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

UC Davis staff and faculty have presented at many different conferences nationally and internationally on various campus projects, best practices and programs, as well as published in journals. The campus has provided many tours of major innovations such as the pilot biodigester, the zero net energy West Village faculty/student/staff residential development, the world's first LEED Platinum brewery/winery/food science laboratory, and other projects. Staff have shared information with other campuses about how UC Davis has undertaken energy efficiency projects, created an online, interactive sustainability map, developed a climate action plan, and many other topics.

UC Davis has elected to share a few examples of ways faculty and staff share their sustainability experience with other institutions. Given the breadth and volume of participation by campus members, it is not possible to provide a comprehensive list.

Cool School Awareness Campaign. California Higher Education Sustainability Conference, June 2013.
Camille Kirk, Assistant Director of Sustainability, and Carol Shu, Sustainability Promotions Coordinator, shared strategies for running a low-budget outreach campaign, including developing a visual branding toolkit and maximizing outreach opportunities through interdepartmental collaborations.

UC Davis Sustainability Initiatives. Zhejiang University Student Summer Program. Summer 2012

UC Davis Renewable Energy Anaerobic Digester Project. 2012 California Higher Education Sustainability Conference. June 2012

A Zero Net Energy Community at University of California—Davis. Portland University Ecodistricts Summit. October 2012.

West Village: A new university community. California Higher Education Sustainability Conference. June 2012.

UC Davis Energy Initiatives. Association of Public and Land Grant Universities. Energy Forum November 14, 2011

Crisis into Opportunity: Can sustainability programs and budget cuts be mutually supportive? Association for the Advancement of Sustainability in Higher Education October 2011

UC Davis Sustainable Energy Initiatives. California - Denmark Summer Workshop on Renewable Energy. August 11, 2011

Reuse Alliance, Northern California 2012 Reuse Summit
Design professor Ann Savageau and graduate student Carol Shu presented on Designing to Reduce Waste at UC Davis. They spoke about starting the campus reuse store, Aggie Reuse Store, the barriers faced, the logistics of creating a new waste diversion stream for the campus,and collaborative, problem solving experiences with various campus units and departments.

USGBC Northern California 2012
Presentation of the sustainable design concepts for the LEED Platinum Brewery, Winery, & Food Facility by Professor Roger Boulton

Labs21 Conference 2012
Putting Freezers on the Farm: Waste Heat Guidelines, a discussion co-led by Allen Doyle (UC Davis Office of Environmental Stewardship and Sustainability)

WACUHO 2012
Transitioning to Reusable Dishware in the Residence Hall: The UC Davis Aggieware Story!, a presentation by Josh O'Connor (UC Davis Student Housing)

2012 UCTC Student Conference
Factors Influencing Sustainable Commuting by University Students and Employees in Davis, Calif., a poster by Joshua Miller
Global Warming’s Six Americans and the implementation of local multi-modal transportation projects, a poster by Sydney Vergis

California Higher Education Sustainability Conference 2011
Cuarto Dining: Providing healthy, wholesome food from the ground up!, a presentation including Kyle Peiper and Linda Adams (UC Davis Dining Services)

USGBC Northern California 2011
Greening a Dining Commons: UC Davis Cuarto Dining Commons Remodel, a presentation including Michael Sheehan (UC Davis Student Housing) and Brenan Connolly (UC Davis Dining Services)

Governors' Global Climate Summit 2010
The UC Davis Climate Action Plan, a poster by Camille Kirk (UC Davis Office of Environmental Stewardship and Sustainability)

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

UC Davis belongs to many organizations with environmental and sustainability-related missions. A few of these are: the Yolo County Climate Compact, the City of Davis Climate Action Team, Association for the Advancement of Sustainability in Higher Education, and The Climate Registry. UC Davis is also a member of the American College & University Presidents’ Climate Commitment (ACUPCC), a high-visibility effort to address global climate disruption undertaken by a network of colleges and universities that have made institutional commitments to eliminate net greenhouse gas emissions from specified campus operations, and to promote the research and educational efforts of higher education to equip society to re-stabilize the earth’s climate.

UC Davis is part of the Council of the California Student Sustainability Coalition (CSSC) – which is a network of students and colleges that are actively working to transform their educational institutions and communities into models of sustainability. The UC Davis chapter of the CSSC, also known as the CSSC, began in 2003. The first year fostered projects like the Education for Sustainable Living Program (ESLP) and the Sustainability Summit.

UC Davis is involved with colleges and universities throughout the state as part of the annual California Higher Education Conference. Staff have presented and served on committees responsible for various components of the conference.

UC Davis staff actively participate in the GRNSCH-L and RECYC-L mail lists about sustainability topics and recycling and waste reduction programs at college and university campuses as well as related topics of interest to persons responsible for planning and implementing such programs.

UC Davis is a member of the US Green Building Council (USGBC) and have staff that participate in the USGBC Northern California chapter.

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

UC Davis works closely with the other 9 campuses in the UC System. The Assistant Director of Sustainability co-chairs the systemwide Climate Change Working Group. Staff members participate in multiple monthly conference calls with others to share best practices. Some of the monthly call groups are the UCOP Green Building Working Group, the UCOP LEEB EB Working Group, the UCOP Climate Change Working Group, the Sustainability in Academics Task Force, the Socially Responsible Investing Task Force, and the UC Sustainability Officer's Working Group. UC Davis is also involved in development of the systemwide Sustainable Practices Policy

UC Davis participates on the steering committee for the annual California Higher Education Sustainability Conference, which is being hosted by UC Davis in June 2012, and is a conference dedicated to bringing together all four systems of higher education in California to share information about best practices and programs, and forge new collaborations.

For labs and other research space, the UC Davis sustainability manager conceived of the Freezer Challenge, a national contest pitting UC Davis against other universities in a race to save energy and improve sample management. The Freezer Challenge is a way to introduce a variety of laboratory cold storage techniques, ranging from cleaning out and defrosting freezers to creating inventories of frozen samples to adjusting freezer temperatures and retiring old, less efficient freezers.

UC Davis collaborated with other universities to develop its Green Labs practices and program. It shares information with others through a Green Labs listserv that was co-founded with UCSB, CU-Boulder, and Harvard University. UC Davis also collaborated with the DOE Better Building Association in designing fume hood closure campaigns and cold storage management. In 2013 UC Davis worked closely with the International Institute for Sustainable Laboratories (I2SL), about 10 campuses, NIH, and several consultants to describe "continuous improvement" metrics for green labs initiatives on large campuses. UC Davis works UC system-wide on procurement strategies for laboratory equipment and supplies while also sharing methods for one of our newer material stream recycling projects - foam packaging and coolers.

UC Davis has presented repeatedly on sustainability practices and programs at the California Higher Education Sustainability Conference, Association for the Advancement of Sustainability in Higher Education Conference, Laboratories for the 21st Century (Labs21®) Conference, Association of Public and Land-grant Universities, Western Association of College & University Housing Officers (WACUHO) Conference, the national Association of College & University Housing Officers, among others
In 2010, the Sustainable Textiles and Medical Protection (STAMP) Conference was hosted by a team of researchers from University of California, Davis, University of California, Berkeley, North Carolina State University, and Donghua University (Shanghai, China) on the UC Davis campus.

More information can be found at:

http://www.cahigheredusustainability.org/program/documents/FoodTues8UCDavisCHESC2011_000.pdf

http://stc.ucdavis.edu/Events/UCTC/about.html

http://www.fabriclink.com/Features/Assets/TIUCDavis0910.pdf

http://sustainability.ucdavis.edu/news/2011/may/freezer_challenge.html

http://cahigheredusustainability.org/

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

http://sustainability.universityofcalifornia.edu/about.html

Continuing Education

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

48

Total number of continuing education courses offered:

1,262

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

STARS Continuing Education Courses _1.docx

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

Environmental Auditing: Learn the key concepts involved in conducting an environmental audit. Topics include the purposes of audits and assessments, audit planning and program design, and pre-audit activities. Examine how to conduct audit interviews and inspections, evaluate management systems and learn techniques for reporting your audit findings.

Environmental Management and Sustainability: Gain a solid foundation in the principles of environmental management and sustainability. The main elements of environmental management will be discussed, including “ISO 14001 Guidelines,” program design and execution, gaining leadership and organizational participation, stakeholder involvement and performance assessment. Discuss sustainability standards, such as the UL Interim Sustainability Requirements 880, and management of environmental elements, such as water conservation, energy conservation and greenhouse gas reduction.

Building Efficiencies: Low Carbon and Renewable Energies: Examine the energy issue from the macro perspective of the built environment to the micro approach of how heat flows throughout a building. Using the "whole building" perspective, discover some of the natural and mechanical means of heating, cooling and ventilation for improved indoor air quality and cost savings. The breakdown of how energy is used in its final stage is a critical component of a successful sustainable environment. Examine how conservation and the effectiveness of renewable energy sources, such as solar and solar thermal power, biomass, wind power, hydroelectric and photovoltaic are key elements to achieving energy efficiency. Learn to analyze energy use as an effective strategy to promote energy conservation in the built environment, including solar panels, exterior shades, lighting a space, painting a roof white, and the issues and technology of bio fuels.

Sustainability and the Built Environment: An Overview: In this comprehensive course, examine sustainability principles as they apply to the built environment—from the economic, environmental and social-equity perspectives. Learn how researchers and analysts define sustainability, and how they measure and track progress. Explore historical precursors of the current sustainability movement, and how they translate into planning, engineering, architecture, landscape architecture, construction and other fields. Examine planning, design and building problems holistically, and learn about life-cycle analyses. Analyze numerous case studies, specific projects and emerging technologies and planning approaches from around the world. Students are encouraged to pursue their own passions and interests in sustainability and to work on real-world problem solving requiring multiple disciplines and perspectives.

California Bioresources Alliance Symposium: The ninth annual California Bioresources Alliance Symposium will be held June 3-4 at UC Davis and will be geared toward students and researchers who work on organic residuals issues.
Sessions will include legislative and policy developments on organic residuals in California, impacts of mandatory recycling and landfill closures, waste-to-energy issues, biogas issues including clustering dairies and use for vehicle fuel, and local initiatives. The symposium brings together industry professionals, municipalities, regulators, legislators, state and federal agencies, students, researchers, financiers and others involved in California organic residuals.

Solar Energy Systems Design: Learn the basics of solar photovoltaic power systems for both residential and commercial use, as well as solar system physics and technology, design and implementation. Examine energy conservation, the economics of solar power systems, passive solar heating systems, the California Solar Initiative and LEED review. Gain the practical skills to design a solar power system and work in teams to design a solar energy system for residential and commercial purposes.

Cogeneration and District Solutions: It has been estimated that about 20 percent of U.S. electricity could be made with heat that is currently wasted by industry. Gain an overview of micro-cogeneration and district energy solutions for commercial and district applications. Learn about cogeneration system selection and sizing, preliminary feasibility study approaches, heat to power ratios, computer programs, economic and environmental issues, emerging technologies and regulations. Explore the economics of micro-cogeneration life cycle assessment, breakeven analysis, incentive programs, heat and electricity supply scenarios, and interconnecting with your local utility. Examine environmental impacts such as co-products, impact assessments and pollutant emissions.

Bioenergy Systems Design: Rising fuel prices, environmental concerns and pressures for oil independence are creating a strong market for renewable energy. Bioenergy is renewable energy derived from biological sources to be used for heat, electricity or vehicle fuel. Gain an understanding of biomass technologies and characteristics, engineering bioenergy feedstocks, biochemical conversion, anaerobic digestions, thermochemical and physicochemical conversions, biomass production systems and feedstock logistics. Explore the

environmental, economic and social impacts. Learn about emerging bioenergy technologies, legislation and regulations. Work in teams to design and site a bioenergy system for a commercial or agricultural application.

Business of Sustainability: Making the business case is a key piece for advancing a sustainability initiative in any type of organization, and knowing how to develop the financial rationale for the business case is a key component of gaining support for the initiative. This course will examine and apply the tools, models and approaches that students can use to develop the business and financial rationale for a sustainability initiative. Because the business case for sustainability often involves identifying and measuring impacts to communities and the environment, students will learn how to frame these impacts into an approach that communicates a return on the investment. The main deliverable for the course will be creation of a real business case for a sustainability initiative of the students' selection.

Green Building Materials and Construction Methods: Learn to implement green building practices into homes, apartments, business complexes and office buildings. Utilize materials and techniques that promote healthy, durable and environmentally-responsible construction. Increase your understanding of helpful tools and resources, including green building rating systems. Hands-on exercises provide innovative solutions you can put to immediate use.

Discover the latest and best green construction methods changing the landscape of the building industry. Explore life-cycle assessment methods of materials and be a better-informed designer or builder when selecting materials.
Examine sustainable construction methods used in today's green commercial and residential buildings in relation to their energy and environmental impacts and benefits.

LEED Building Certification: Gain an in-depth understanding of the LEED Building, Design and Construction (BD&C) rating systems for new construction projects, schools, and core and shell projects as well as the process to document and obtain certification. Learn how to register, document and certify LEED BD&C projects. Review case studies, local project examples and take an optional tour of a LEED-certified building. This course will help prepare you to take LEED accreditation exams and better understand how to achieve LEED certification for buildings.

Sustainable Water Management and Landscape Design: Learn about the fundamentals of water resources management from a sustainable perspective, and how to incorporate a sustainable water resources approach into various types of urban development and infrastructure at the policy, planning, and design.

Green Architecture: The average American house is 2,400 square-feet and uses more than 13,000 board-feet of lumber, 6,000 square-feet of sheathing and 2,000 square-feet of flooring—putting a strain on our natural resources. Rising energy costs, a shortage of building materials, growing consumer demand and environmental awareness are forcing architects, designers and building professionals to seek better and more efficient ways to design our buildings.
This course explores the issues, challenges and opportunities associated with green building and sustainable design. Examine innovative residential, commercial, industrial, mixed-use, and low- and high-density specialty buildings. Evaluate the micro- and macro-economic issues associated with green buildings.
Focus on the holistic and geometric aspects of green design, and discuss how comprehensive building design can respond to the needs of occupants and environmental circumstances. Look at specific building technologies and how to use them. Examine thermal, water and lighting control systems.

Sustainable Planning, Environmental Site Design and Development: Learn about fundamental planning issues and sustainability processes as they apply to community planning and design situations. Identify key challenges in incorporating sustainability into planning strategies, policies and site design. Examine technical and environmental factors including different planning models in policy, planning and design. Acquire techniques for site assessment to better plan for and incorporate sustainable practices into policy and design. Explore ways that policies, codes and standards can be modified to encourage sustainable planning and design practices.

Environmental and Toxics Laws and Regulations: Examine the key federal, state and local environmental regulatory programs that environmental managers, consultants, planners, citizen activists and regulators need to know to remain compliant. This overview provides insight into the major environmental programs and permitting requirements governing industrial processes and activities. Learn about the

specific regulations pertaining to air and water quality, climate change, toxic materials, hazardous wastes, the California Environmental Quality Act (CEQA) and green chemistry. Significant emphasis is given to the key elements of the regulatory programs from compliance and auditing perspectives.

Introduction to Energy Resource Management: Examine the four major components of energy management—supply, demand, regulation and environment—and the concepts and principles behind successful energy management.

Energy Resource Management: Regulatory: Learn the difference between regulations, tariffs and standards pertaining to electrical generation, transmission and distribution and those pertaining to gas production, transmission and distribution. Explore the nexus between water and energy use. Examine emerging state and federal laws and policies, in anticipation of potential changes to incumbent regulations, tariffs and standards.

Energy Resource Management: Environment: Explore the range of environmental issues affected by energy use. Gain perspectives on current trends and technologies. Examine the environmental fundamentals—planning, development and implementation—of WAGES (water, air, gas, electricity and steam) and renewable energy systems, purchasing/trading carbon offsets, the Climate Change Action Plan and best practices and methodologies for financing "green" investments.

Energy Resource Management: Demand: Learn how to conduct energy audits, a function in a conservation-conscious energy community. The audits integrate: energy economics, metering, performance contracting and financing with demand response, measurement, verification, equipment applications and systems. Discover the quantitative analysis of WAGES—water, air, gas, electricity and steam—and familiarize yourself with an overview of Leadership in Energy and Environmental Design (LEED).

Energy Resource Management: Supply: Learn to conduct market assessments and to develop sourcing and procurement strategies. Topics include energy management control systems, natural gas purchasing opportunities in the spot market, thermal energy storage, alternative energy supplies, energy security and energy trading. Explore reliability and risk analysis methods, financing projects and tax considerations as well as strategic planning, cogeneration and the options, costs, benefits and constraints of "green sourcing."

Energy Resource Management: Leadership: Examine the leadership issues involved in managing energy from organizational behavior and change management to project management and communication skills. Gain insight into how to develop your own leadership style. Learn how to successfully move your organization ahead by creating effective strategies for energy management, including your most important asset—people.

Climate Change: Causes, Consequences and Solutions: Climate Change, a topic that includes Global Warming, refers to the relatively abrupt shift in weather patterns that has occurred during the last few decades. In this course, we present the scientific data on the earth’s climate in the short and long term and we examine the potential impacts of further climate change. We encourage students to use data to draw their own conclusions and we explore the variability in climate predictions. Students will interact directly with other students through scheduled interactive online discussions. Students will display their understanding of topics through assignments, essays, and online presentations.

Planning and Environmental Law: Gain a general understanding of planning and environmental law, policy and institutions at both the micro and macro levels. Learn to read and “brief” a judicial opinion, work with lawyers and develop an integrated land use/environmental permitting strategy.
Students will receive both the knowledge and practical skills to successfully navigate the legal framework in their chosen planning and environmental careers. The course first reviews the various sources of planning and environmental law, including common law, statutes and regulations, the public trust doctrine and judicial case law.
Environmental Planning and Site Analysis: Examine the major components of physical planning and site design as they relate to achieving planning objectives. Review regional landscape analysis, physical and man-made factor analysis, and watershed and program analysis. Special focus is given to analyzing site suitability and sensitivity for development, site selection and feasibility studies and conceptual design that responds to site conditions.

Updating Transportation Analysis in CEQA: How to Effectively Implement SB 743: Senate Bill 743 required OPR to develop revisions to the CEQA Guidelines establishing criteria for determining the significance of transportation project impacts within transit priority areas. This course will discuss:
The changes to the CEQA Guidelines for analyzing transportation impacts that focus on the use of vehicle miles traveled ("VMT") and trip generation as impact thresholds, rather than level of service ("LOS").
A comparison of traffic impact analysis for various types of residential development utilizing LOS thresholds as well as the proposed VMT and trip generation thresholds.
A discussion of the planning, legal and other considerations and implications of utilizing this new threshold analysis rather than the traditional LOS model, including the potential for unintended consequences.

Introduction to UrbanFootprint: Learn how to use UrbanFootprint the new generation of land use scenario creation and analysis tools. Gain hands-on experience with creating, editing and analyzing scenarios. Learn how the tool treats land use, and how it analyzes the scenarios to better understand how land use and transportation interact and how the land use decisions made now will impact natural resources, energy use, and fiscal health in and around communities.

Using GIS to Manage, Analyze and Promote Sustainability: This course will identify opportunities to promote, implement and manage sustainability projects through the use of GIS. Students will review real-world case studies of GIS application in solving energy reduction mandates. Students will learn how to match GIS tools to specific sustainability challenges, including site selection, preservation efficiency evaluation, land use compatibility analysis and green marketing techniques. In addition to structured hands-on exercises, students will be able to complete a small GIS sustainability project of their own choice. Attention will be given to local and global efforts, including the application of GIS in monitoring California Senate Bill SB 375 and Assembly Bill AB32.

Complete Streets: From Adoption to Implementation: Local jurisdictions are increasingly recognizing the economic, social and environmental benefits of planning, designing and building Complete Streets, streets that accommodate a wide range of community transportation needs and all users. In-class and field exercises will be used to define Complete Streets design policies and practices and suggest methods for shifting agency procedures so as to incorporate Complete Streets design strategies into land development, maintenance, and capital improvement projects.

Community Involvement and Communication in Planning: Understand the theoretical background and the hands-on practice of involving stakeholders in urban planning and design decisions and natural resources policy. Practice selected communication and facilitation techniques that create mutually beneficial solutions. Examine how to assess a case situation and determine what type of public process is right for each situation. Discuss the strengths and weaknesses of techniques used in public involvement. Explore different approaches to communicating complex and technical planning information to community groups. Using several simulated negotiations, engage as stakeholders or facilitators to resolve complex public policy problems in urban planning. Examine case studies and analyze what went well, what went wrong and why.

Caltrans Nuts and Bolts of Environmental Document Review: Caltrans Environmental Compliance Program for Local Agency Partners and Consultants is a new program that Caltrans is developing in partnership with UC Davis Extension to provide local agency partners and consultants with environmental compliance training that would aid them in navigating Caltrans' environmental process. Course content will emphasize Caltrans' requirements, procedures and document formats.
The second course to be presented in this series is Nuts and Bolts of Environmental Document Review. This course is an interactive workshop that presents tips for reviewing environmental documents that have been prepared for Caltrans approval. The course teaches participants the appropriate forms to use when reviewing an environmental document, including the Environmental Document Quality Control Reviews form and the Environmental Document Review Checklist. Participants also learn other valuable tools for environmental document review, including the Caltrans Environmental Document Annotated Outlines, comment matrices and other tools available on the Caltrans Standard Environmental Reference (SER).

The Intersection Between Transportation and Land Use: Land use and transportation planning fields have been rapidly evolving due to new legislation on sustainable communities and climate change and an increased emphasis on complete streets and multi-modal analysis. Explore the inextricable link between transportation and land use in the development of general plans, community plans, site plans and

environmental impact analyses. Learn best practices, examine case studies and gain practical knowledge and skills to put to use in your community.

Advanced NEPA Roundtable: Solutions for Addressing Challenging Issues: National Environmental Policy Act (NEPA) practice is constantly evolving through new federal agency and Council on Environmental Quality (CEQ) guidance and federal court decisions. This intensive one-day roundtable session will feature leading NEPA experts discussing some of the most challenging and complex issues facing practitioners today.

Regional Planning and Sustainable Communities Strategies: SB 375 has been hailed as a new standard in planning for transportation, housing, land use and climate change. This course will present a nuts-and-bolts approach to the implementation and application of the law. Focus on key requirements, review the relationship between modeling and planning, and consider opportunities and constraints going forward.

Mitigation and Conservation Banking: Learn about the exciting new field of wetland mitigation banking and species conservation banking with an intensive one-day workshop on the legal, technical and financial aspects of habitat banking, which includes a tour of the award winning Cosumnes Floodplain Mitigation Bank. Learn about the regulatory and legal history establishing mitigation banks and the current rules and practices that govern their operation. Explore the technical aspects such as site selection, watershed and species planning, project permitting, construction planning, credit evaluations and maintenance and monitoring issues. Gain an understanding of the business of banking including the financial assessments, market assessments and demand projections, and the how-tos of sales and marketing. The class will then spend the last part of the class at an actual mitigation bank site touring the site and learning about project implementation from the people who built the project.

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

Yes

A brief description of the certificate program:

UC Davis Extension offers four certificate programs and one professional concentration in topics related to sustainability. The programs are:

Green Building and Sustainable Design Certificate Program
Sustainability and the Built Environment Online Certificate Program
Energy Resource Management Online Certificate Program
Renewable Energy Certificate Program
Professional Concentration in Solar Energy Systems and Design

Green Building and Sustainable Design Certificate Program: addresses the trend of developing healthier communities by defining effective ways to utilize energy and promote water efficiency. The program combines elements from architecture, civil engineering, landscape architecture, environmental and land use planning, and construction management. Develop successful strategies for implementation of green building and sustainable design into site planning and design, building design and construction, and building management practices.

Sustainability and the Built Environment Online Certificate Program: this completely online program offers a comprehensive curriculum on how to plan, design, construct and manage communities from a more sustainable perspective. Learn about the latest planning approaches and policy/regulatory requirement; green architecture, sustainable site design and landscapes; renewable energy and energy efficiency; sustainable water resources management; and green infrastructure. Acquire the skills necessary to integrate sustainable design principles into long-range visions and the day-to-day development and management of the built environment.

Energy Resource Management Online Certificate Program: a completely online program designed specifically for those leaders—professional engineers, construction planners and designers, facility or plant managers, energy analysts, architects, agency managers, and other who wish to expand their expertise in this critical area. This certificate program addresses the entire range of issues involved in understanding and managing energy in any industry, from heavy to light energy users. The six courses of the program provide the information you need to distinguish yourself as an expert in the energy resource management field. The curriculum of this program aligns with the Association of Energy Engineers requirements for CEM and BEP certifications. This program has also been recognized by the California Energy Commission.

Renewable Energy Certificate Program: Renewable energy and energy efficiency technologies are key to creating a clean energy future not just for our nation but for the world. Gain in-depth technical training in the treatment of renewable energy systems design with the Renewable Energy Certificate Program. This program combines elements from architecture, civil engineering, landscape architecture, environmental and land use planning, construction management and renewable energy systems design.

Professional Concentration in Solar Energy Systems and Design: The California Solar initiative and ongoing municipal solar incentive programs continue to fuel the need for photovoltaic and thermal solar designers. Take advantage of these opportunities and acquire a fundamental understanding and application of solar energy systems design. You will receive valuable information about solar resources in California and government initiatives for promoting solar energy, including the California Solar Initiative.

Year the certificate program was created:

2,006

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

https://extension.ucdavis.edu/areas-study/environment-and-sustainability

Community Service

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

Part 2

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

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

Submission Note:

UC Davis was named to the 2012 President's Higher Education Community Service Honor Roll from the 14,486 number of UC Davis students, staff, and faculty members contributing approximately 716,500 hours of community service from July 1, 2010 to June 30, 2011. These figures do not include all volunteers and hours contributed by the UC Davis community, the figures are conservative and verifiable, and at least 90-95% of the volunteers are students.

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

Number of students engaged in community service:

14,486

Total number of students :

27,457

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

Yes

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

716,500

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

Yes

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

The Internship & Career Center offers Transcript Notation to any student who works a minimum of 40 hours per quarter at an approved and supervised internship. With just a bit of paperwork and 40 hours spent working as an intern, students can have an internship title, location and quarter taken noted on their official UC Davis transcript.

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

Yes

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

The Worklife and Wellness Office, a branch of UC Davis Human Resources, has a volunteer opportunities webpage that strongly encourages all staff and faculty to participate in community service. There are numerous volunteer opportunities to accomadate all schedules and interests as well as reasons why staff and faculty should volunteer. (

http://worklife-wellness.ucdavis.edu/community/volunteeropportunities.html

)

The UC Davis Community Service Resource Center is dedicated to provide service opportunities to campus faculty, staff, and students. There are numerous opportunities for the campus community, ranging from tutoring programs, habitat restoration and food drives. One of the many ways that the CSRC does this is through the Weekend of Service (

http://icc.ucdavis.edu/cs/volunteers/weos.htm

), which is a is a quarterly event which provides members of the Davis community volunteer undertakings to aid non-profit organizations in need. A few of the community service initiatives are listed below.

Fall 2014: Putah Creek Council is dedicated to the protection and enhancement of Putah Creek and its tributaries through advocacy, education and community-based stewardship. Forty students and staff helped establish a field nursery. Volunteers installed nursery-grown plants at a site along the creek so they can grow larger in field conditions. They plan to transplant them as need arises for use at restoration sites.

Fall 2014: Society for the Blind's mission includes providing life and job skills training, mentorship, and access to tools to maintain independence for thousands of youth, adults and seniors in Sacramento and the surrounding areas experiencing vision loss. Twelve students and staff cleaned the student training kitchen, break rooms and training room furniture . The kitchen has three separate bays that are used throughout the week by the Daily Living Skills Instructors and their students. This busy classroom is a vital space providing their students with the necessary skills and techniques to cook confidently and independently at home. Volunteers deep cleaned the appliances, cabinets, and work spaces and tidied break rooms, training room chairs, and tables.

Winter 2015: Community Harvest of Davis (formerly Village Harvest Davis) is a 501(c)3 nonprofit organization, run entirely by volunteers, that harvests fruit from residential trees and donates it to agencies that feed people in need. Their mission is to provide food for people who need it, promote sustainable use of urban resources, and contribute to a stronger community. Twenty seven volunteers

helped harvest 100 tangelo trees. They will donate the fruit (around 4,000 to 6,000 pounds) to Yolo Food Bank.

In addition, the CSRC recognizes the varied and generous dedication to community service by UC Davis students, staff, faculty, and student organizations, through its Annual UC Davis Community Service Awards (

http://icc.ucdavis.edu/cs/CSA/

). The recipients all receive certificates under different categories based upon dedicated service to others as well as breadth, quality, and time committed to community service. The categories are Outstanding, Gold, Silver, and Bronze.

The Outstanding and Gold Recipients are invited to attend a reception with distinguished members from UC Davis administration. They may also be eligible for the President's Volunteer Service Award and the Chancellor's Civic Engagement Award.

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

http://iccweb.ucdavis.edu/cs/

Community Stakeholder Engagement

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

And

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

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

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

Submission Note:

As a result of their many community engagement initiatives, UC Davis was recently awarded the 2015 Community Engagement Classification by the The Carnegie Foundation for the Advancement of Teaching. The classification — newly awarded to 83 institutions and now held by just 361 — affirms the importance of community engagement in higher education and recognizes collaboration between those institutions and their communities for the mutually beneficial exchange of knowledge and resources. In California, only 33 universities and colleges — including UCLA and UC Merced — have the community engagement designation.

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

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

Yes

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

The Mission of the Office of Campus Community Relations is to ensure attention to those components of the campus that affect community, such as climate, diversity and inclusiveness. We provide leadership in diversity education training, equity initiatives and campus community engagement. We serve the campus and the greater community by working in collaboration with a broad cross section of the campus community to develop a strategic plan to guide the University in the development and assessment of policy, programs, initiatives and outreach efforts to increase diversity, improve campus climate and build a more inclusive community.

Campus Community Engagement: We facilitate partnerships between the University and diverse community groups (civic, business, educational, religious, cultural, etc.) that have not heretofore had well-developed relationships with our campus. By promoting a welcoming environment to advance the standing of UC Davis in the region, significant opportunity in the areas of student admission, employment and vendor contracts are afforded to individuals and businesses alike.

Principles of Community (A Statement of Values): UC Davis is a diverse community composed of individuals having many perspectives and abilities, of many faiths, cultures, ethnicities, races and orientations. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectual vibrant community, we must understand and value both our individual differences and our common ground. The UC Davis Principles embody this commitment and the ideals to which we aspire (

http://occr.ucdavis.edu/poc

).

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

The Reservation for College Community Program (RCCP) is designed to address the Academic Achievement Gap that persist between African-American and Latino students and their White student counterparts in K-12 public schools. It gives the higher education segment of our educational system a more vibrant and active role to play in increasing the number of African Americans and Latino students who successfully complete the A-G Curriculum and are thus eligible to enter a four year college or university (University of California eligible) upon completion of high school, rather than assuming the more passive role of simply waiting for the low numbers (“slow drip”) of these students who eventually make it through the K-12 pipeline. The RCCP is a collaborative effort between UC Davis (OCCR) and a consortium of key community individuals, organizations, busine3ss leaders, NGOs and elected officials pooling our resources with the objective of lessening the current Academic Achievement Gap. The RCCP has many components, most of which are currently in early development but includes a Student Parent Academic Resource Program; Academic Enrichment and Outreach Activities; Professional Development Workshops for Teachers; A Virtual Online Classroom; Tutoring/Mentoring Activities; Scholarship and Internship Opportunities; Academic Counseling and more. The program focuses on providing support for both the student and their family utilizing a holistic approach to educating and uplifting the entire family unit (including parent job training, health/nutritional education and housing counseling). The underlying theme of the initiative is to uplift and move an entire family forward rather than simply focusing on the child and “mining “(extracting) them out of their family unit for a selective higher educational experience. The goal is for both the child and family to gain exposure to opportunities for success.

List of identified community stakeholders:

B.R.A.V.E.
California Urban Partnership
Council on American Islamic Relations, Sacramento Valley
Greater Sacramento Area Task Force on Hate Crime

Hispanic Empowerment Association of Roseville
Interfaith Council of Greater Sacramento
International House, Davis
Jewish Federation of Sacramento
MLK365 Sacramento
The National Association for Educational Procurement Supplier Diversity
The National Latina Businesswomen's Association (Sacramento chapter)
OCA Sacramento
Sac Hub Media Foundation/sacculturalhub
The Sacramento Regional Coalition for Tolerance
The Sacramento Asian Chamber of Commerce
The Sacramento Black Chamber of Commerce
The Sacramento Hispanic Chamber of Commerce
The Sacramento Chapter of the National Association for the Advancement of Colored People (NAACP)
The Sacramento Regional Inclusion and Diversity Council
The Sikh Coalition
Urban Advocates and Achievers

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

UC Davis Campus Community Book Project: The Campus Community Book Project (CCBP) was initiated after 9/11 to promote dialogue and build community by encouraging members of the campus and surrounding communities to read the same book and attend related events. The CCBP has been a resounding success over the last fourteen years and has enabled us to improve both the campus climate and community relations.

2011 CCBP: “The Absolutely True Diary of a Part-Time Indian” by Sherman Alexie Our community partners included, American River Community College, Sierra Community College, The California Museum, Sacramento Native American Health Center, Department of Native American Studies, the UC Davis POWWOW, the Yoche Dehe Wintun Nation, the Mondavi Center for the Performing Arts and a host of campus departments and units (

http://occr.ucdavis.edu/ccbp2011/sponsors.html

)

2012 CCBP: “The Warmth of Other Suns” by Isabel Wilkerson Our community partners included Arthur A. Benjamin Health High School, The Brubeck Institute Jazz Quintet (University of the Pacific), Crocker Art Museum, Davis Senior High School, Sacramento Underground Bookstore, Sacramento African Research Institute and a host of campus departments and units (

http://occr.ucdavis.edu/ccbp2012/html/sponsors.html

)

2013 CCBP: “ Turning Oppression Into Opportunity for Women Worldwide” by Nicolas Kristof and Sheryl WuDunn Our community partners included Bridget’s Dream, Crocker Art Museum, Davis Senior High School (Race and Justice Class), Freedom From Hunger, International House Davis, Tinogona Foundation, Unitarian Universalist Church of Davis, Sacramento Underground Bookstore and WEAVE, Inc. and a host of campus departments and units (

http://occr.ucdavis.edu/ccbp2013/sponsors.html

)

2014 CCBP: “Thinking in Pictures: My Life with Autism” by Temple Grandin Our community partners included Autistic Self-Advocacy Network – Sacramento Chapter, Crocker Art Museum, Down Syndrome Information Alliance, Sac Cultural Hub Media Foundation, Sacramento City College – Davis Campus, Sacramento Underground Bookstore, Verge Center for the Arts, Yolo County Library and a host of campus departments and units (

http://occr.ucdavis.edu/ccbp2014/sponsors.html

)

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

http://occr.ucdavis.edu/poc

Participation in Public Policy

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

Yes

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

UC Davis' Office of Government Relations advocates the institution's position on sustainability legislative and regulatory proposals that affect the university to elected and appointed government officials. Public policy advocacy varies from year-to-year. For example, current advocacy includes UC Davis and University of California system-wide positions on greenhouse gas reduction and Cap & Trade legislation.

UC Davis' Office of Government Relations also works closely with The University of California's Office of Federal Governmental Relations and The Office of State Governmental Relations. The Office of Federal Governmental Relations is located at the UC Washington Center in Washington, DC. As the largest public research institution in the world, the university engages in numerous partnerships with federal education, health care and research agencies. Working with Congress, the administration, federal agencies and national organizations, they advocate for the university and its missions in education, research and public service. State Governmental Relations (SGR) serves to advance understanding and support for UC's tripartite mission of teaching, research and public service. As UC's principal representative to state elected officials and state agencies in Sacramento, they represent university positions on legislative, budgetary and policy matters.

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

Here are a few of the bills that the University of California has supported over the past few years.

AB 293 Clean Energy Jobs Act: Implementation
Allen T (R)Energy: 05/24/2013 - Administers and establishes criteria for awarding grants, loans, or other financial assistance from the Clean Energy Job Creation Fund pursuant to the Ca. Clean Energy Jobs Act to fund projects that create jobs by reducing energy demand and consumption, maintains a public database of recipients, requires applicants to install a clean energy generation project to demonstrate that it has implemented all cost effective energy efficiency and demand response improvements, requires recipients to report specified information to the Citizens Oversight Board for inclusion in its annual report to the Legislature, and that the board also post this information on its Website. (Proposition 39 Implementation)

SB 35 Higher Education: Energy Conservation
Pavley (D) 05/01/2013 - Requests UC and requires CSU and CCC to each develop and administer a Systemwide Energy Solutions Action Plan concerning energy savings projects, establishes the Higher Education Energy Solutions Fund for the development and implementation of the plans, requires each segment that receives funding to submit a report to the Legislature regarding receipt and expenditure of the funds.

SB 267 Proposition 39: Implementation
Pavley (D) 06/17/2013 -Requires the State Energy Resources Conservation and Development Commission to develop and administer a financial assistance program to assist UC, CSU and CCC with energy efficiency and clean energy onsite generation projects.(Two-Year Bill)

SB 241 Oil Severance Tax Law
Evans (D) 05/23/2013 - In SENATE Committee on APPROPRIATIONS: Held in committee.
Enacts the Oil Severance Tax Law and creates the California Higher Education Fund (CHEF), imposes an oil and gas severance tax to appropriate revenues to fund UC, CSU, CCC, Parks and Recreation. (Two-Year Bill)

SB 497 California Global Warming Solutions Act of 2006: Fees
Walters (R) 05/01/2013 -
Amends the California Global Warming Solutions Act of 2006 to require the State Air Resources Board to freely allocate GHG emissions allowances to the UC, CSU and private colleges and universities for purposes of any market-based compliance mechanism adopted by the board.

SB 729 Proposition 39: Implementation
Fuller (R) 03/11/2013 - States intent to enact legislation to implement the California Clean Energy Jobs Act (Proposition 39 Implementation)

AB 29 Proposition 39: Implementation
Williams (D) 04/23/2013 - Requires CEC to administer, in coordination with PUC, UC, CSU, and CCC, grants, loans, or other financial assistance to UC, CSU, and CCC for projects that create jobs by reducing energy demand and consumption at eligible institutions. Provides that, for each fiscal year that revenue is deposited into the Clean Energy Job Creation Fund, up to $152M would be available, upon appropriation. (Proposition 39 Implementation) (2-Year Bill)

AB 39 Energy: Conservation: Financial Assistance
Skinner (D) 09/12/2013 - Extends the Energy Conservation Assistance Act of 1979 for two more years, to 1/1/20.

AB 114 Proposition 39: Implementation: Workforce Development
Salas (D) 09/12/2013 - Relates to Clean Energy Job Creation Fund/ Prop. 39 appropriations to the California Workforce Investment Board (CWIB) for a competitive grant program for eligible organizations preparing disadvantaged youth/ veterans for employment. Requires grant recipient reports to CWIB, and CWIB review/assessment after first year of implementation.

SB 11 Alternative Fuel and Vehicle Technologies: Funding
Pavley (D) 09/11/2013 - Relates to Clean Energy Job Creation Fund/ Prop. 39 appropriations to the California Workforce Investment

Board (CWIB) for a competitive grant program for eligible organizations preparing disadvantaged youth/ veterans for employment. Requires grant recipient reports to CWIB, and CWIB review/assessment after first year of implementation.

The following are The University of California Fiscal Year 2015 Appropriations Priorities for the California Delegation of the Federal Government.

UC supports $360 million for the Agriculture and Food Research Initiative (AFRI), which funds competitive research on human nutrition and health, agricultural sustainability, renewable energy and biofuels, water supply, and air and water quality. UC scientists typically receive 10-15 percent of competitive USDA research grants.

UC supports the funding levels above for the Hatch, Smith-Lever 3(b)-3(c) and McIntireStennis capacity grant programs, which are crucial to UC's agricultural research and extension work, and are vitally important given the current California drought. The programs enable UC to support California agricultural producers by improving conservation practices, production efficiencies, varietal development and cropping methods.

UC supports $68 million for the Expanded Food and Nutrition Education Program (EFNEP), which successfully delivers hands-on, practical lessons on food, nutrition and healthy lifestyles to needy families. National studies show that for every $1 invested in this Cooperative Extension program, up to $10.64 is saved in current and future healthcare costs for "at risk" populations.

UC supports $41.35 million for OAR Sustained Ocean Observations and Monitoring. UC researchers are critical partners in maintaining baseline ocean observations to support weather and regional climate predictions, fisheries management and ecosystem studies, tide and current monitoring and sea level change.

UC supports $40.5 million for the Regional Integrated Ocean Observing System (IOOS), a national network that addresses maritime commerce, fisheries, aquaculture, offshore energy, coastal communities, public health and other users' needs. UC is active in two systems, the Central and Northern California Ocean Observing System (CeNCOOS) and the Southern California Coastal Ocean Observing System (SCCOOS).

UC supports $5.223 billion in funding for the DOE Office of Science (OS), the primary federal agency supporting physical sciences research. Among its missions, the OS funds research on new materials, future energy sources, energy efficiency and high performance scientific computing and several STEM education and fellowship programs. The OS also funds world-class national laboratories, including the Lawrence Berkeley National Laboratory (LBNL), and other user facilities that serve thousands of university researchers, students and industry scientists every year. UC's request for modest growth will provide a buffer for university-based DOE researchers as OS transitions to its new policy of forward funding new grants. UC also supports proposed new DOE investments in Advanced Manufacturing technologies; as well as the Energy Frontier Research Centers and Energy Innovation Hubs, which focus on fundamental energy science and discrete technology solutions that are funded by OS and the Office of Energy Efficiency and Renewable Energy.

UC supports $325 million in funding for the Advanced Research Projects Agency-Energy (ARPAE), which is focused on achieving U.S. leadership in clean technologies to transform our energy landscape.

UC supports $6.5 million for the USGS Water Resources Research Institutes (WRRI) – the only federally supported research network for applied water resource research, education, training and outreach. UC operates the California Institute for Water Resources (CIWR) which supports researchers in developing solutions to some of California's most costly and difficult

water problems. With the ongoing California drought, CIWR is actively engaged in providing information and resources to California producers, consumers, businesses, and state and local governments.

UC supports $149.1 million for USGS Climate and Land Use Change, including $35.3 million for the Climate Science Centers. These programs provide fundamental scientific information, tools, and techniques that states, other federal agencies and regional partners can use to make better-informed land, water and wildlife management decisions. For example, the Southwest Climate Science Center serves California and other states with physical and biological research, ecological forecasting and multiscale modeling for scientists and other stakeholders to improve decision making, best practices and communications on the changing effects of the North Pacific Jet on water resources and Sierra Nevada fires.

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

N/A

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

http://www.ucop.edu/state-governmental-relations/legislation/search/index.php?results=1&q=&t=all&s=&p=5&l=7

Trademark Licensing

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

Submission Note:

The University of California, Davis supports humane, safe, equitable, and enforceable labor standards in the manufacture of products bearing the university's name and other trademarks. In August 1998, UC became one of the few universities across the nation to adopt a Code of Conduct (Code) for its trademark licensees who manufacture clothing and other products bearing the UC name, logos, or other trademarks. In January 2000, UC furthered its commitment to worker rights by issuing a strengthened Code.

Additional information can be found here: University of California Code of Conduct for Trademark Licensees - http://policy.ucop.edu/doc/3000130/CodeTrademarkLicensees

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

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

Yes

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

Yes

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

No

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

http://trademarks.ucdavis.edu/code.html

Hospital Network

Criteria

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

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

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

The affiliated hospital or health system has been excluded from the institutional boundary.

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Emissions reported here are the verified 2011 emissions and baseline emissions for the entirety of UC Davis, due to the aggregated nature of the baseline data. UC Davis has conducted and verified GHG emissions inventories annually from 2005-2011, has prepared 2012 and 2013 inventories and will submit those for verification with the 2014 inventory, which the campus is underway with preparing. Inventories are verified by a qualified verifier and submitted to The Climate Registry, where UC Davis is a member. UC Davis has inventoried all six categories of GHG since 2006. The campus reports Scopes 1 and 2 in The Climate Registry inventory, and Scopes 1, 2 and 3 in the campus Climate Action Plan reporting, and in ACUPCC reporting. The Climate Action Plan GHG inventory includes Scope 1, 2 and 3 emissions, with Scope 3 including commuting, study abroad air travel, athletics travel, and business-related air travel and commuting. Through 2011, UC Davis has accounted for solid waste disposal in Scope 1 emissions because the campus operated a landfill and captures the methane for use in boilers and turbines. The campus does not have any purchased utilities (Scope 2 emissions) other than purchased electricity.

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

Yes

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

UC Davis follows the verification process and protocol of The Climate Registry, wherein an inventory is scrutinized by an independent, external, third party.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	131,975 *Metric Tons of CO2 Equivalent*	171,335 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	17,638 *Metric Tons of CO2 Equivalent*	24,322 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	64,673 *Metric Tons of CO2 Equivalent*	50,179 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

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

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

The campus has a robust energy efficiency and savings program (SEP), which has reduced campus consumption of energy annually since 2009. The program is not an institution-catalyzed carbon offsets program, but the SEP program is a very important campus investment in improved building operation, energy use reduction and greenhouse gas emissions reduction.

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

UC Davis has a large campus urban forest, as well as extensive acreage of restored native grassland habitat. However, the campus has elected not to register the urban forest under Climate Action Reserve urban forest management or urban tree planting protocols. Therefore, while the campus is aware of sequestration that occurs due to campus land management practices, the institution has not pursued quantification or registration of this sequestration.

A brief description of the composting and carbon storage program:

UC Davis has composted campus organic waste streams in an off-site industrial composting facility, and a smaller on-site composting program, for several years; however, the campus has not calculated carbon storage related to either composting effort. The campus began operating an on-site biodigester in 2014, which now takes campus organic wastes for energy conversion (see Innovation Credit IN-1).

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

UC Davis is subject to the California Air Resources Board Cap-and-Trade regulation, and under that regulation the campus purchases required allowances and compliance offsets for subject emissions; the campus has purchased the maximum allowed in offsets (8% of subject emissions). These offset purchases began in 2013, and therefore, because the performance year is 2011, they are not counted in the table above. UC Davis has purchased a total of 40,540 ARB offsets to cover 2013-2017. Future years of STARS reporting will detail the portion of those offsets relevant to the emissions year.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,747	3,257
Number of residential employees	2	2
Number of in-patient hospital beds	619	613
Full-time equivalent enrollment	27,371	20,637
Full-time equivalent of employees	19,261	15,135
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date

Performance Year	Jan. 1, 2011	Dec. 31, 2011
Baseline Year	Jan. 1, 2000	Dec. 31, 2000

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

The 2000 baseline is the first target year of the University of California Sustainable Practices Policy. The UC Davis Climate Action Plan commits the campus to reducing greenhouse gas emissions to 2000 levels by 2014 and to 1990 levels by 2020. These are the same goals and timeframes that are in the University of California Sustainable Practices Policy.

Gross floor area of building space, performance year:

12,556,680 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	3,399,819 *Square Feet*
Healthcare space	298,126 *Square Feet*
Other energy intensive space	584,037 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	12,873 *Metric Tons of CO2 Equivalent*
Commuting	51,082 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---

Other categories (please specify below)	---

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

While UC Davis tracks Scope 3 emissions, they are not included in our verified inventories.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

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

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

The UC Davis Climate Action Plan commits the campus to reducing greenhouse gas emissions to 2000 levels by 2014 and to 1990 levels by 2020. These are the same goals and timeframes that are in the University of California Sustainable Practices Policy. The plan identifies a comprehensive set of strategies to achieve these goals including:

Energy conservation and efficient strategies
Building retrofits and recommissioning
User Education
Decommissioning small inefficient buildings
Smart Lighting Initiative
Evaluation of long-term approaches to district heating and cooling systems
Improved space utilization
Increased Renewable Energy Supplies
Purchased Power
On-site photovoltaic generation
On-site waste-to-energy facility

Many of these strategies are being successfully deployed. For example, the UC Davis Renewable Energy Anaerobic Digester began producing power on December 30, 2014. The approximately 16 megawatt campus photovoltaic array is expected to be operation in approximately a year. The Smart Lighting Initiative is currently retrofitting lighting in approximate 50 campus buildings. The next result is that campus greenhouse gas emissions and energy use has decreased for five consecutive years despite continued campus growth.

UC Davis collaborates in many ways with the local community to measure and reduce greenhouse gas emissions. One example, described by a student guest writer for the campus sustainability blog, is the Energy Service Corps, in which UC Davis students and local community members teamed up to provide education about the benefits of energy efficiency and help people make changes in their residences (such as sealing cracks, installing weatherstripping, and changing out lightbulbs) to save energy and thus reduce greenhouse gases.

Outdoor Air Quality

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

The UC Davis 2003 Long Range Development Plan Environmental Impact Report provides a number of mitigation measures that improve outdoor air quality and minimize air pollutant emissions from mobile sources: Such measures include transportation demand management, provision of pedestrian-, bicycle-, transit-, and alternative fueled vehicle-enhancing infrastructure; enforcement of diesel vehicle idling plans and limits on heavy duty diesel vehicles; use of passive solar design, low-emission or solar water heaters, increased wall and attic insulation, and provision of electric-powered landscape maintenance equipment as feasible; stabilization of dust emissions and erosion control at construction sites; minimization of idling time for construction equipment and use of alternative fuels. During regional air quality impairment "Spare the Air Days," free rides are offered on the campus-city Unitrans bus system and the Grounds Department limits the use of landscape equipment that combusts fuel. UC Davis has purchasing controls in place to insure that only low emitting/California emissions compliant vehicles are purchased.

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

Yes

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

Every year UC Davis reports its annual emissions from permitted stationary sources to the Yolo-Solano Air Quality Management District as "Throughput Reports." The annual criteria pollutant inventory is calculated based on these Throughput Reports. The total emissions/fuel usage in the "Throughput Reports" are added together to get the total facility emissions inventory per criteria pollutant. The emission tons provided in the table below are per year for the 2013 calendar year for the following emission types: NOx, SOx, CO, PM(10), VOCs (reported in the box for other standard categories of air emissions identified in permits and/or regulations). The emissions tons provided in the table below are per year emission estimates from the AB2588 Air Toxics Reporting 2009 calendar year for lead and hazardous air pollutants. Ozone emissions are not available, nor required by regulations that UC Davis is subject to. UC Davis has a program in place to collect, recycle and appropriately dispose of any extra ozone depleting substances; in addition, the campus tracks refrigerant use, recycling and disposal for the State of California and the USEPA.

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

	Weight of Emissions
Nitrogen oxides (NOx)	23.62 *Tons*
Sulfur oxides (SOx)	0.44 *Tons*
Carbon monoxide (CO)	43.41 *Tons*
Particulate matter (PM)	4.72 *Tons*
Ozone (O3)	---
Lead (Pb)	0.06 *Tons*
Hazardous air pollutants (HAPs)	8.81 *Tons*
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	4.05 *Tons*

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

Among the various efforts, the campus has reduced emergency generator maintenance/testing to one hour a month run times per unit, and replaced several boilers and emergency generators with high efficiency, low polluting units. The UC Davis Central Heating and Cooling Plant is operated in a manner which seeks to base-load the most efficient/lowest emitting boiler for campus steam production.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

The various guidelines and policies related to sustainable maintenance and operation of UC Davis facilities have been adopted over a period of time.

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

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

	Yes or No

LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

LEED for Existing Buildings: Operations and Maintenance, Silver certification:
> Webster and Emerson Halls, which are dormitory buildings in the Cuarto housing area. Both buildings are also Energy Star certified. Both make use of smart vanity lighting systems, a “green cleaning” policy and program, and active educational sustainability programs for occupants.
> Sciences Laboratory Building

LEED for Existing Buildings: Operations and Maintenance, Gold certification:
> Giedt Hall
> Mathematical Sciences Building

Buildings that are registered for LEED for Existing Buildings: Operations and Maintenance certification:
Athletic & Recreation Center
Dutton Hall
Ghausi Hall
Hutchinson Hall
Mrak Hall
Mondavi Center for the Arts
Olson Hall
Plant & Environmental Sciences
Robert Mondavi Institute
Shields Library
Tahoe Environmental Research Center
Transportation & Parking Services

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

8,908,837 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	311,691 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	81,322 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

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

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

0 *Square Feet*

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

917,777 *Square Feet*

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

OP3_sustainable_guidelines_docs.pdf

The date the guidelines or policies were formally adopted:

Jan. 1, 2011

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

UC Davis has a team of staff, students and volunteers that work together on a comprehensive LEED for Existing Buildings: Operations and Maintenance program. The team is a partnership between Design and Construction Management, Environmental Stewardship and Sustainability, and the Facilities Management Energy Conservation Office. The team also works to implement campus-wide policies and programs that comply with LEED standards for building operations and maintenance.

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

Here are some of the ways that UC Davis ensures compliance with sustainable building operations and maintenance guidelines and policies, as they relate to the areas in the criteria of this credit:

Building maintenance staff service a wide variety of equipment ranging from package AC units, chillers, gas heaters, walk in boxes, ultra-low freezers, supply, return, exhaust fans, cooling towers. They perform weekly, monthly and yearly preventative maintenance checks on equipment. They also repair and install new HVAC/R equipment for better temperature control and energy efficiency.

Facilities Management lighting technicians maintain the tens of thousands of lighting fixtures throughout campus classrooms, laboratories, and greenhouses. They provide proper disposal of hazardous waste generated by lamp and ballast replacement. They keep abreast of the rapidly changing technologies in lighting systems and equipment and play an integral role in the Smart Lighting Initiative, the goal of which is to reduce energy used for campus lighting by 60% by the year 2020. Facilities Management works in close collaboration with Utilities, Environmental Stewardship & Sustainability, and the California Lighting Technology Center to improve illumination while saving energy.

In 2006-08, UC Davis completed 35 infrastructure projects for an annual savings of 8.5 million kilowatt-hours per year and 2.8 million therms of natural gas. Cost savings for these projects are estimated at $3 million per year. The renovations have included air conditioning, monitoring systems, steam traps, central chilling plant conversion and lighting upgrades.

Facilities Management utilizes a holiday setback schedule in December to reduce energy waste during low-occupancy in many buildings. Additionally, many Air Handler Units (AHUs), Exhaust Fans (Efs) and associated zones (room temperature controls) are already being turned off or setback on a daily basis.

Custodial Services provides cleaning services for classrooms, conference rooms, halls and lobbies, laboratories, offices, restrooms, and stairways, as well as collect and manage the recycling throughout campus. UC Davis is planning for the entire campus to meet the goal of zero waste by 2020 and Custodial Services provides support services for zero waste events, including set up and clean up of special bins

for recycling and composting. They even provide bins for office composting.

UC Davis administrative personnel are making an effort to reduce waste with a strategy called environmentally preferred purchasing. Departments are encouraged to consider existing resources, buy surplus or buy recycled products before considering other purchases. The campus purchasing system is online and prioritizes recycled products. Employees are instructed to consider an item's cost over its whole life cycle, including energy use, water efficiency, how quickly the product will need to be replaced and whether it can be recycled. Energy Star products certified by the U.S. Environmental Protection Agency are prioritized, and campus has been successful with campaigns to buy back inefficient refrigerators and freezers as well as exchange older Hewlett Packard printers. According to UC Davis Policy, paper purchases and publications should have a minimum of 30 percent post-consumer waste recycled content; e-mail, electronic forms and paperless transactions are encouraged.

UC Davis is committed to fostering sustainable places that wisely steward the campus's natural resources, while creating a healthy, enriching physical environment for learning and discovery. That commitment includes the outdoor campus landscape, gateways to the Davis community and a network of natural reserves elsewhere in California that UC Davis manages. UC Davis has automated and centralized its landscape irrigation control to meet the demands of campus weather. Computerized central controls have transformed campus water conservation, saving an estimated 49 million gallons of water per year, almost one-third of total utility water used on campus.

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

http://sustainability.ucdavis.edu/progress/buildings/index.html

Building Design and Construction

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

And/or

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

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

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

Submission Note:

UC Davis has posted information about our green buildings at:
http://sustainability.ucdavis.edu/progress/buildings/index.html

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

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

	Yes or No

LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

LEED Platinum
Gallagher Hall/Conference Center
RMI Brewery, Winery, and Food Pilot Facility
Segundo Services Center
Student Community Center
Tercero Student Housing Phase 3
Veterinary Medicine Instructional Facility

LEED Gold
King Hall Expansion
Student Health and Wellness Center
Tercero Student Housing Phase 2 (Wall, Campbell, and Potter Halls)
Cuarto Dining Commons Renovation
Coffee House Renovation
Robbins Hall Renovations Phase I

The following projects have been constructed or renovated recently and are still pursuing certification. These projects are not included in the eligible building space for this credit, per Technical Manual guidance.
Veterinary Medicine 3B
Jess S. Jackson Sustainable Winery

Additional LEED Platinum buildings that are older than the period covered in this credit (2010-2014) are:
Tahoe Environmental Research Center

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

974,917 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major

renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	339,053 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	540,710 *Square Feet*

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

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

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

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

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

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

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

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

The following projects have been constructed or renovated recently and are still pursuing LEED certification. These projects are not included in the eligible building space for this credit, per Technical Manual guidance.

Veterinary Medicine 3B
Jess S. Jackson Sustainable Winery

Additional LEED Platinum buildings that are older than the three year period covered in this credit (September 2009-2012) are:
Tahoe Environmental Research Center
Gladys Valley Hall

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

Projects are required to meet rigorous campus standards for new construction, such as exceeding energy efficiency standards of California Energy Code (Title 24) by at least 20 percent, striving for 30 percent or more.

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

http://sustainability.ucdavis.edu/progress/commitment/index.html

Indoor Air Quality

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

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

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

12,237,663 *Square Feet*

Gross floor area of building space:

12,237,663 *Square Feet*

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

UC Davis utilizes an IAQ Response Guide to ensure the faculty, staff, students, and visitors occupy indoor environments that do not endanger their health and safety. Environmental Health & Safety has staff specifically available (on-call) to answer or respond to any concerns about the indoor environment. A "SafetyNet" (information sheet) is available to the campus community to learn more about how to maintain and improve indoor air quality.

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

http://safetyservices.ucdavis.edu/snfn/safetynets/snml/sn99/sn99

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Benjamin Thomas
Sustainability Manager
Dining Services

Criteria

Part 1

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

• Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

Additional URL:
http://coffeehouse.ucdavis.edu/sustainability/

Our retail sustainable food number includes Silo Union (franchises), Scrubs Cafe (self-branded retail), and concessions. Convenience stores are technically part of Resident dining, as they are each in a residence area.

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

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

23

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

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

Including but not limited to:

Resident Dining - 70% local produce, Farmers Market Specials, Fair Trade Bananas, Fair Trade Coffee and Tea, Food Alliance Certified beans and flour, Campus Grown produce, local Clover Stornetta Dairy, local honey, etc.,

Franchise - Starbucks - Fair Trade Certified Coffee, cage free eggs (American Humane certified, in sandwiches), Clover Stornetta Dairy products (Locally Raised, Handled and Distributed and American Humane Certified), bananas (Fair Trade, Organic)

Convenience Stores - Junction, Trudy's and Crossroads - Honest Tea (Fair Trade, Organic), Yerba Mate (Fair Trade, Organic)

Concessions - Aggie Stadium - Meat Lab hot sausage links (campus raised, handled and distributed)

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

Yes

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

14.89

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

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

Franchise - Starbucks - Fair Trade Certified Coffee, cage free eggs (American Humane certified, in sandwiches), Clover Stornetta Dairy products (Locally Raised, Handled and Distributed and American Humane Certified), bananas (Fair Trade, Organic)

Convenience Stores - Junction, Trudy's and Crossroads - Honest Tea (Fair Trade, Organic), Yerba Mate (Fair Trade, Organic)

Concessions - Aggie Stadium - Meat Lab hot sausage links (campus raised, handled and distributed)

The Coffee House purchases Beantrees coffee from a local company in Sacramento, CA. Their coffee is: Shade-Grown / Bird Friendly, USDA Certified Organic, QAI Certified Organic, Fair Trade certified.
Other local businesses supported:
Main Street Bagels of Sacramento*
Village Bakery of Downtown Davis*
Pure Grain Bakery of Vacaville*
The Sacramento Tofu Company
El Sombrero Foods of Woodland, California
Next Generation Foods of Marysville, California

*Delivered daily to the Coffee House.

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

UC Davis Dining Services is committed to actively engaging in procedures, policies, and practices that foster sustainable solutions at the University of California, Davis. As a leader in providing healthy, well-balanced meals to the campus community and an enriched educational environment that foster a balance of mind, body, and soul, UC Davis Dining Services has developed an integrated sustainable food systems program in each of the campus dining commons, University Catering and several retail operations.

The Coffee House is proud to be a sustainable operation on the UC Davis campus. What is Coffee House sustainability? Well, there are two main components:

The first component is in our purchasing practices. The Coffee House uses its purchasing power to support the companies, practices and ideals that we feel help our local and global community. For instance, the Coffee House’s coffee selection is organic, fair trade, and shade-grown, giving maximum benefit to the farmer and the land on which the coffee is grown. We have also developed a relationship with local farmers, through our produce provider (Trinity Fresh) and the UC Davis Student Farms, to make organic and locally-grown fruits and vegetables available to our customers whenever possible.

The second component of the Coffee House sustainability program is education. In addition to making sustainability-conscious purchasing decisions, the Coffee House believes in the importance of educating its customers on the benefits of living a sustainable lifestyle. Local and organic food items are labeled accordingly, creating an awareness of the path that their food has taken and how the customer’s food selections can impact the global community. As an employer of over 200 college students, the Coffee House also strives to bestow upon its employees a sense of pride in the social impact made by their employer.

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

UC Davis Dining Services sustainable food purchases report is based on a full fiscal year analysis of all food purchases including summer conference services and summer sales in retail locations. All Dining Services operated foodservice locations within both UC Davis’ resident and retail dining programs, excluding subcontractors, is included in the analysis.

The analysis process is completed by a team of UC Davis students, the Dining Services sustainability manager, and the Dining Services sustainability coordinator. It takes a total of 80+ combined hours to complete. Dining Services is thankful for our suppliers in working with us to provide an accurate and detailed look at our purchases.

Allen Doyle, Darin Schluep, and student sustainability intern Elaine Swiedler compiled a sustainable foodservice progress report for 2013.

Total annual food and beverage expenditures:

9,500,000 *US/Canadian $*

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

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	Yes
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	Yes

Has the institution achieved the following?:

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

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

UC Davis Dining Services was awarded the Real Food Pioneer certificate in celebration for leading the Real Food Challenge movement in transparency and improvement in real food purchasing.

All three Resident Dining Commons are Sacramento Area Sustainable Business Certified (SASBC). SASBC reflects our energy star, highly efficient equipment, water and energy savings practices in production, and student/staff education.

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

http://dining.ucdavis.edu/documents/UCDavisSustainableFoodserviceProgressReport-2014.pdf

Low Impact Dining

Responsible Party

Benjamin Thomas
Sustainability Manager
Dining Services

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

Submission Note:

The total expenditures on sustainable and conventional animal products were determined by combining respective spending in the "Milk and Ice Cream" and "Meat, Eggs and Cheese" food categories. Due to the nature of our tracking, we are not able to include sustainable vs. conventional spending in the "Groceries" category, which would include multi-ingredient items that include animal products.

As testament to Sodexo's leadership in corporate social responsibility, this month we were ranked – for the eighth consecutive year – as the best performing company for economic, social and environmental performance in the RobecoSAM Sustainability Yearbook 2015 (http://sodexousa.com/usen/media/press-releases/2015/robecosam.aspx).

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

32

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

As part of our annual food purchasing reporting, we use a custom excel calculator to add up our total sustainable animal product purchasing and compare to our overall spending for the category “Meat, eggs and cheese.”

As part of Sodexo’s commitment to animal welfare and in alignment with our global animal welfare policy, Sodexo is leading the industry by taking steps to protect and promote animal welfare in the United States. Specifically, Sodexo will champion animal well-being within the following supply chains:

Eggs: Following their successful transition to cage-free shelled eggs, Sodexo will now move to sourcing only cage-free liquid eggs with a carefully phased-in approach that will be complete by the end of 2020. As the cage-free liquid egg supply grows, they will work with our clients and suppliers to incorporate cage-free eggs into their operations.

Pork: Sodexo is on track to meet their commitment to eliminate gestation crates from their pork supply chain by 2022. In addition, they will work with suppliers to ensure the use of pain relief protocols, particularly as they relate to de-horning, castration and tail-docking.

Veal: They will eliminate veal crates from our supply chain by 2017.

Dairy/Beef: They have eliminated artificial growth hormones from their liquid dairy and yogurt supply. In addition, they will work with their suppliers to ensure the use of pain relief protocols, particularly as they relate to de-horning, castration and tail-docking of dairy and beef cattle.

Poultry: They will work with suppliers and the animal welfare community to understand and address concerns associated with the fast growth of broiler chickens and turkeys.

This broad range of commitments is part of Sodexo’s Better Tomorrow Plan, which promotes a more sustainable supply chain alongside food safety, food security, nutrition and good environmental practices. In crafting this policy, they worked with the Humane Society of the United States, suppliers, clients and their operations teams in researching and developing this industry leading position.

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

Yes

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

Yes

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

Yes

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

We offer complete-protein vegan options at all meals in all Dining Services facilities on campus. All three of our DCs offer a vegan entree at every meal, as well as "Vegan Corner" dips and salads. Two of these DCs have exclusively vegan platforms. We also offer vegan options in our two retail locations as part of our Simply to Go lunch take out program.

Within our Dining Commons:
Blue Onion: Two of our Dining Commons have an exclusively vegan platform that features a vegan entre at each meal. No animal products are prepared at this platform at any time. Seasonality East at Cuarto DC also provides a vegan entre at each meal.

Vegan Corner: Each Dining Commons has an area adjacent to the salad bar with all vegan, house made sides, dips and salads. We feature Romesco, hummus, pickled veggies, flatbread, etc. at this station, all of which are vegan.

SPE: Our SPE Certified Taste platform regularly serves vegetarian and vegan options as main dishes. If the featured item contains meat, all attempts are made to offer vegan/vegetarian versions.

Catering: Full vegan and vegetarian menu options are offered through University Catering.

Menu Labeling: All menu items are labeled in blue (vegan), red (vegetarian) and black (contains meat/fish/poultry).

Meatless Mondays: We compile a menu each Monday with all of the vegetarian and vegan options that is advertised as the Meatless Monday menu. We also do tabling outreach 6-8 times a year to engage students on Meatless Mondays.

UC Davis Dining Services has been offering vegetarian and vegan alternatives in Resident Dining since 1989 when there was a special dining facility devoted to vegetarian and "natural" food. Since then, many demolitions and renovations later, the menu has evolved and includes vegetarian and vegan options at all dining rooms, all meals and in the retail dining venue, the Silo, as well.

The menu signage used in Resident Dining is color coded and indicates whether any given food is vegan, vegetarian, or neither using colored font. Blue labels are vegan, red labels are vegetarian, and black labels contain meat, poultry or fish.

In June 2007, the house-made vegan desserts program was launched. Examples include: peanut butter cookies, ginger snaps, chocolate raspberry bar and banana oat cookies at lunch, with orange creamsicle cake, chocolate espresso cake and oatmeal fruit nut bars at dinner. When 'frost your own cupcake' bar is featured, vegan cupcakes and icing are part of the set-up. When there is a 'make your own sundae' event, Larry and Luna's Coconut Bliss is available. Education on why a vegan lifestyle can be beneficial to human health and the health of the planet is presented regularly to market these selections.

In September 2007, UC Davis Dining Services began offering a completely vegan grill twice a month in Resident Dining. September 2007 also marked the beginning of promotion of the Meatless Monday campaign (in conjunction with the Johns Hopkins School of Public Health) in Resident Dining.

Dining Services began producing seitan from hi-gluten flour in September 2007 for use as vegan protein in recipes. The flour used is Food Alliance certified Shephard's Grain flour. This seitan is made in theculinary support center for use in all dining units as a vegan protein – the product can be ground, cut in strips, or used in steaks for a wide variety of meatless dishes and sandwiches.

In September 2008, a new Vegan Corner concept was established in each Resident Dining facility.

The vegan council, a student advisory group, was formed to offer suggestions and help make decisions on which foods to add to enhance the vegan corner area of the dining room. Currently offered are: sprouted wheat bread, soft tofu, vegan spread/dip (rotates daily – includes

romescu, hummus, babaganoush, etc. with pita chips), tahini, seed mixture for salad/entrees, Bragg's Liquid Aminos, and nutritional yeast for sprinkling on anything.

In 2010, UC Davis was voted among the top 10 for PETA's "Most Vegan Friendly American Colleges."

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

More focus on quality of vegetarian and vegan options, and active consideration of animal proteins offered in all dining services. We are also considerate of seafood purchasing, committed to only purchasing sustainable seafood whenever possible. This year, we have moved to offering only antibiotic free chicken and hamburgers for all service in Cuarto DC and all SPE Certified Taste platform animal protein options throughout Resident Dining. We promote a Meatless Mondays campaign throughout the year and support the Humane Society of the United States' Meatless Mondays campaign through sharing best practices at their local Food Forward conference. We received the Peta2 award for most vegan friendly large colleges in 2010, and have been nominated several years in a row.

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

http://dining.ucdavis.edu/sus-health.html

Annual dining services expenditures on food:

9,500,000 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

3,046,401 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

1,189,070 *US/Canadian $*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	1,817,250.20 *MMBtu*	2,132,292.30 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	762,005.90 *MMBtu*	784,316.80 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	12,237,663 *Gross Square Feet*	10,108,856 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	4,712,260 *Square Feet*
Healthcare space	420,347 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	2,568
Cooling degree days	1,864

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	2
District steam/hot water	1

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2006	June 30, 2007

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

The Davis campus just completed a major heating and cooling energy study in April 2014 which investigated opportunities to reduce building heating and cooling energy use by 25 to 40% over the next 25 years. The campus adopted a 2007 baseline year in that study in

order to understand the effect of the considerable investment in energy efficiency and conservation projects under the Strategic Energy Partnership, for which projects got underway in 2007. Consequently, this credit reporting adopts the same performance and baseline year in order to draw from the recent, detailed study.

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

The Energy Management Office maintains a setback schedule for many buildings, except for laboratories. Air Handler Units (AHUs), Exhaust Fans (Efs) and associated zones (room temperature controls) are setback during low-occupancy periods to save energy. This means that Monday-Friday the normal settings are in effect by about 5 a.m. and setback at 6 p.m., or earlier, to account for typical building occupancy schedules. There are additional setback guidelines for weekends, the day before a holiday, holidays, and the first business day after a holiday.

The percentage of building space with timers for temperature control is unknown.

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

The University recently retrofitted half of its roadway and almost all of the pathway lighting fixtures to LED technology.

More information can be found at:

http://sli.ucdavis.edu/

http://facilities.ucdavis.edu/EnergyCons/projects/

http://campus-care.ucdavis.edu/building-maintenance/services.shtml#lighting

http://cltc.ucdavis.edu/content/view/394/298/

http://sustainability.ucdavis.edu/progress/energy/index.html

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

Vacancy sensors (PIR) and daylighting sensors are used in the large processing rooms of the LEED Platinum certified Teaching & Research Winery August A. Busch III Brewing and Food Science Laboratory. This building is but one example of an extensive program on campus to use lighting sensors to reduce energy use. For example, the campus recently completed a program in Shields Library to put motion sensors in the lighting in the library stacks. These sensors turn off the lighting when a row in the stacks is empty. Another example is the campus Smart Lighting Initiative where the campus is striving to reduce energy used for lighting 50-60% in the next 3-5 years. Phase one of the SLI project which is already under way will install vacancy sensors in all campus stairwells and most campus restrooms.

Further information can be found at:
Smart Lighting Initiative -

http://sustainability.ucdavis.edu/news/2010/november/smart_lighting.html

About the building referenced:

http://greenrmi.ucdavis.edu/bldg/news/leed

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

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

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

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

See information in section below: "A brief description of other energy conservation and efficiency initiatives employed by the institution."

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

UC Davis Facilities Management has established an Energy Management Office (EMO). This office operates and maintains centralized energy management systems (EMS). EMS used on the campus are produced primarily by the manufacturers Siemens/Staefa, Johnson Controls, and Automated Logic Controls. These centralized systems allow the EMO to control many systems remotely and adjust to

changing conditions to save energy. Of the approximately 12.2 million square feet on the UC Davis campus, approximately 7.6 million is monitored by the EMO and managed with EMS.

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

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

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

UC Davis is in the early stages of a project to install vending machine sensors throughout campus.

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

The Davis campus has undertaken many energy conservation and efficiency projects since 2007. Among these are multiple building recommissioning and retrofit projects; the development of various energy analysis tools and dashboards; the implementation of an energy conservation office and hiring of an energy manager; and a multitude of lighting retrofit projects, including bi-level LED lighting indoors and outdoors, in partnership with UC Davis faculty at the California Lighting Technology Center for the Smart Lighting Initiative. Additional projects have included installation of a condensing economizer at the Central Heating and Cooling Plant, installation of additional building-level meters, and innovative whole laboratory energy retrofits, utilizing lighting system retrofits with occupancy sensors to also enable HVAC control system optimization using the lighting system occupancy sensor data; this project is a Best Practice award-winning project (

http://www.cahigheredusustainability.org/awards/2014Winners.php

). The campus has also installed ground-source heat pump technology in two building projects on campus, including in one LEED Platinum project (the Gallagher School of Management/Conference Center). The campus has used landscaping and an extensive urban forest to provide shade and mitigate urban heat island effect.

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

Clean and Renewable Energy

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

Securing clean and renewable energy is important to UC Davis, and the campus is working on two major initiatives that are not captured in the reporting year data for this credit. The campus is constructing a large-scale, on-site solar photovoltaic project (16.3MW system with estimated production of 33 million kWh/year), slated for operation beginning in fall 2015. In addition, the campus is participating in an 80MW off-site solar power purchase agreement.

UC Davis has also recently finished construction of an on-campus anaerobic biodigester. This facility, using technology developed by UC Davis faculty (news.ucdavis.edu/search/news_detail.lasso?id=10202) and licensed to Clean World Partners (cleanworldpartners.com), generates clean, renewable electricity from campus organic wastes. The facility will be supplied with approximately 20 tons per day of feed stocks from agricultural waste, animal manure and bedding, and food waste from campus dining commons. The biogas produced from the biodigester will generate 5.6 million kWh per year for the campus. Please see Innovation Credit 1 for more information about the biodigester.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	4,147 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	2,357 *MMBtu*

Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	14,479 *MMBtu*

Total energy consumption, performance year:

1,842,199 *MMBtu*

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

The campus has a 756kW solar photovoltaic system, as well as a 4.2 kW photovoltaic system installed at student residences (the Tri-Cooperatives). There are also solar thermal systems at Leach Hall, Cuarto Dining Commons, Tercero Phase II, and Solano Park student housing, for which there are no output records available at the time of this report.
In January 2015, the campus broke ground on a 16.3MW solar photovoltaic installation, which is anticipated to begin producing in fall 2015. This very large solar installation will provide 33 million kWh annually to the campus. More information is available at:

http://news.ucdavis.edu/search/news_detail.lasso?id=11007

.

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

Methane gas is captured from the on-campus landfill and used in campus boilers. The campus biodigester began running in spring 2014, and the digester microbes required a ramp-up period to production; the biodigester is thus not captured in this reporting data.

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

In 2014, the University of California signed a PPA for delivery in 2017 of 80MW off-site solar photovoltaic, of which UC Davis will receive nearly one-quarter, or 20MW, of that agreement.

http://www.universityofcalifornia.edu/press-room/uc-make-large-purchase-solar-energy-partner-fr

ontier-renewables

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

The following RECs were purchased by UC Davis and applied to the performance year:

Emerson and Webster Halls: Two years (2012 and 2013) of electricity consumption. The total electricity consumption for two years was estimated to be 2,327,796 kwh. Also purchased carbon offsets for two years of natural gas consumption at the same buildings. The total natural gas consumption for two years was estimated to be 101,652 therms. Purchased instruments include: 7942.4 MMBTUs (Green-e Certified Clean Source for electricity consumption) and 10,165.2 MMBTUs (Choice Carbon for natural gas consumption). One-half of these purchased instruments are counted above for the performance year.

Coffee House Renovation: Two years (2012 and 2013) of electricity consumption. The total electricity consumption for two years was estimated to be 1,200,000 kWh. Purchased instruments include: 4,094.4 MMBtu (Green-e Certified Clean Source). One-half of these purchased instruments are counted above for the performance year.

Robbins Hall Renovation: Two years (2012 and 2013) of electricity consumption. The total electricity consumption for two years was estimated to be 608,563 kWh. Purchased instruments include: 2,076.4 MMBtu (Green-e Certified Clean Source). One-half of these purchased instruments are counted above for the performance year.

Student Community Center: Two years (2012 and 2013) of electricity consumption. The total electricity consumption for two years was estimated to be 749,295 kWh. Purchased instruments include: 2,556.6 MMBtu (Green-e Certified Clean Source). One-half of these purchased instruments are counted above for the performance year.

Graduate School of Management and Conference Center: Two years (2011 and 2012) of electricity consumption. The total electricity consumption for two years was estimated to be 622,137 kWh. Purchased instruments include: 2,122.7 MMBtu (Green-e Certified Clean Source). One-half of these purchased instruments are counted above for the performance year.

The campus procures the majority of its electricity from the Western Area Power Administration, which generates electricity from large hydropower that does not contribute to greenhouse gas emissions, and for which WAPA provides RECs. (For example, the campus received 79,935 WREGIS RECs from WAPA in FY11-12. These RECs are not Green-e certified, so they are not counted in this credit.) The performance year large-scale hydropower kWh equaled 40,234,471, or 137,280 MMBtu.

The website URL where information about the institution's renewable energy sources 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.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

Submission Note:

While the total campus area is 5,300 acres, the overwhelming majority of the landscaped/maintained urban landscape falls within the Central campus sector of 900 acres which bounded within a freeway, a highway, and two streets; small pockets of maintained landscapes/gardens exist around certain buildings in the South, West and Russell Ranch campus sectors, outside of the Central campus sector, but those landscapes/gardens are very small square footages relative to the totality of unmaintained, agricultural research, or habitat/reserve land acres. Thus, those small outlying maintained landscapes have been excluded. The total footprint of urban landscape intensively managed is 774 acres, when the 126 acres of building footprint are subtracted. In addition, of that 774 acres, another 265 acres are paved surfaces, such as roads, sidewalks, bike paths, patios, entry areas and other hardscapes.

The Arbor Day Foundation has named the University of California, Davis a "Tree Campus USA" for six years in honor of its commitment to effective community forestry management. UC Davis achieved the designation by meeting the required five core standards for sustainable campus forestry: a tree advisory committee, a campus tree-care plan, dedicated annual expenditures for its campus tree program, an Arbor Day observance and the sponsorship of student service-learning projects. UC Davis was one of the first ten campuses to participate in the Tree Campus USA program, and has been re-designated as a “Tree Campus USA” each year since the inauguration of the program in 2008.

Several web resources are available to learn more about the sustainable landscape practices at UC Davis:

http://arboretum.ucdavis.edu/arboretum_all_stars.aspx

http://publicgarden.ucdavis.edu/

http://www.facilitiesnet.com/groundsmanagement/article/Green-Team-Sustainable-Landscapes-a-Group-Effort-at-the-University-of-CaliforniaDavis--14314?source=0913-FMD-Homepage

http://arboretum.ucdavis.edu/documents/ArboretumReviewWinter2014.pdf

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

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

	Area
Total campus area	900 *Acres*
Footprint of the institution's buildings	126 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area

Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	758 *Acres*
Managed organically, third party certified and/or protected	16 *Acres*

A copy of the IPM plan:

OP-10_Davis_Integrated_pest_management_practices_from_Grounds.pdf

The IPM plan :

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

The campus manages the Central Campus sector (900 acres of the total campus holdings of 5,300 acres, see credit submission notes for more information) according to a variety of sustainable landscape design and management practices, including the following:
· Conservation of designated tree-turf areas in stewardship of certain historic and/or high-use turf landscapes, such as the campus Quad;
· Conversion of other turf areas to low-input landscaping (low-water plantings, lower maintenance), under the campus landscape conversion and management plan, Redefining the Campus Landscape: A Sustainable Approach;
· Installation, with new construction or major landscape renovations, of drought-tolerant plants, many of which are natives and supportive of pollinating species;
· Cultivation and protection of a campus urban forest, including the adoption and implementation of a 100 Year Tree Plan, and the use of techniques such as Silva Cells and structural soil in order to strongly establish newly planted saplings;
· Extensive application of mulching, to conserve water and reduce weed growth, which in turn reduces herbicide use, and improves the soil percolation (thus reducing runoff) and builds the clay soils with organic matter as the mulches break down and are reapplied;
· Utilization of a centralized, controlled, weather and evapotranspiration-based irrigation system, which has reduced irrigation water demand; and use of drip irrigation and low-flow water delivery technologies;
· Implementation of many water-saving practices under the campus Drought Response Action Plan;
· Installation of stormwater best management practices including (above ground) bioswales, rain gardens (at least 16 on the campus), permeable paving, Silva Cells, and detention and retention basins, many of which also provide habitat, and pilot projects for the capture and reuse of rainwater;
· Composting and mulching of green waste on-site; and when trees must be removed, they have been sawed/milled on-site for outdoor furniture and decking. Other wood used in outdoor furniture and facilities projects in the East End of the UC Davis Arboretum has been reclaimed, urban-sourced, local wood;
· Utilization of a tiered approach to pest management on campus. The first tier of pest management is habitat control. This is accomplished by ensuring buildings are well maintained, with regular cleaning and routine clearing of vegetation around buildings to stop nesting of pests. Native and adaptive plantings are utilized to keep maintenance and chemical sprays for pests to a minimum. Also, UC Davis utilizes caution on selecting chemical controls. Chemicals are used as a last resort when dealing with pests. If possible, traps, catch and release, cleaning and other non-chemical methods are utilized.

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

The horticultural staff of the UC Davis Arboretum have identified 100 tough, reliable plants that have been tested in the Arboretum, are easy to grow, don't need a lot of water, have few problems with pests or diseases, and have outstanding qualities in the garden. Many of them are California native plants and support native birds and insects. These Arboretum All-Star plants can be successfully planted and grown throughout California.

UC Davis landscape staff is in the process of both identifying and converting turf and higher-maintenance landscapes into native grass meadows and drought tolerant regionally-appropriate landscapes on campus. By identifying the most used public spaces on Campus, coupled with the landscape type, staff were able to identify dozens of acres of high water use turf areas that were not needed. These areas will be replaced with native grass meadows that will not require irrigation, and will reduce frequency of maintenance. An initial project removed two acres of irrigated turf and replaced it with native grasses, including the California state grass, purple needlegrass.

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

Daily grounds operations use mulching mowers and chip landscape waste to recycle as mulch. About 11,520 cubic yards of green waste per year stays on campus and is used to mulch beds for water conservation and weed control. Green waste that cannot be chipped by campus equipment because it is too small or too big is sent to the local county green waste site. The average is about 3,840 yards per year. In addition, aesthetically pleasing prunings are used by Catering Services to create floral and decorative arrangements used in campus event catering, as part of the Campus Grown program, which was documented in a UC Davis STARS 1.2 Innovation Credit.

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

Campus groundskeepers extensively mulch the campus landscape, which builds soil organic matter through mulch decomposition, and greatly minimizes weed growth. The application of synthetic pesticide is restricted to sports turf, and a specific application for elm trees. A common herbicide (Roundup) is applied for spot weed control/removal.

The certified organic Student Farm relies primarily on legume cover crops and compost made on the farm from campus generated organic waste products to provide crops with needed nutrients; the Student Farm also purchases some organically approved nutrient sources. Farm staff members work to till the soil minimally; in the perennial crops there is usually no tillage and in the annual crops staff minimize the number and intensity of tillage operations.

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

The campus has used campus-made mulch (see response regarding waste minimization efforts) and sourced reclaimed wood for outdoor furniture and building projects in select areas of the campus Arboretum.

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

The campus has just completed a Stormwater Master Plan in early 2014, and the plan focuses on aboveground swales, basins, rain gardens, and stormwater detention and retention basins. In addition, the campus Arboretum Waterway, a remnant stream channel on the campus, functions as a storm water detention and water runoff management system, as well as a recreation and aesthetic amenity and biotic resource. (

http://sustainability.ucdavis.edu/local_resources/docs/onlinedocs/arbwatimp/awi_fis.pdf

)

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

We do not have any snow or ice throughout the year, and therefore there is no need for removal.

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

Protected/Reserve: The Putah Creek Riparian Reserve is a stream, riparian and grassland ecosystem managed for teaching, research, and wildlife and habitat protection. The Reserve is approximately 640 acres, along 5.5 miles of Putah Creek, on the UC Davis campus. An additional habitat mitigation and natural grassland restoration area in the UC Davis Russell Ranch sector encompasses 60 acres.

Certified Organic: In 1977, UC Davis students created the Student Farm to get hands-on experience in sustainable agriculture. It is now a certified organic farm, with a popular Community Supported Agriculture program, Student Harvests, that has a wait list, and a Market Garden, which sells produce to the Coffee House, Dining Services, and at the on-campus Farmers Market. It is also a key resource for and part of the new Sustainable Agriculture and Food Systems major.

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

Yes

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

Biodiversity

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The Davis campus falls within a region of conservation importance, as identified in the Integrated Biodiversity Assessment Tool for Research and Conservation Planning.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

For the 2003 Long Range Development Plan Environmental Impact Report, the California Natural Diversity Data Base, the California Native Plant Society database, and the official U.S. Fish and Wildlife Service species list were reviewed to determine occurrence or potential occurrence of special status plant or wildlife species, and natural communities of special concern on or within an approximate 10-mile radius of the campus. The campus is completing a Habitat Conservation Plan, and performs species monitoring for any project site proposed for development that has potential habitat for identified species.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Certain areas on the campus and adjacent lands are identified as suitable nesting and/or foraging habitat for several species of nesting, migrating or wintering special-status birds-of-prey, including the threatened species, Swainson's hawk (Buteo swainsoni), in addition to burrowing owl (Speotyto cunicularia). Northwestern pond turtles (Clemmys marmorata) are species of special concern and are found in the campus Arboretum Waterway and along Putah Creek. Mexican elderberry shrubs (Sambucus spp.) are present in some areas of campus, and could potentially host the Valley Elderberry Longhorn Beetle (Desmoceros californicus dimorphus). In addition, potentially supportive habitats exist for the California tiger salamander (Ambystoma californiense), Chinook salmon (Oncorhynchus tshawytscha), steelhead (Oncorhynchus mykiss), and giant garter snake, although no individuals of these species have been observed on campus lands.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

UC Davis has a natural habitat program, which includes the Putah Creek Riparian Reserve and the Russell Ranch Habitat Area, totaling about 700 acres (together they equal 13.2% of the land holdings of UC Davis). These two areas include preserved and restored lands, and permit research and teaching uses, as well as public access at the Putah Creek Riparian Reserve.

The website URL where information about the institution’s biodiversity policies and programs(s) is available:

http://putahcreek.ucdavis.edu/

Purchasing

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

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

Electronics Purchasing

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

The electronics purchasing policy, directive, or guidelines :

UCOP Sustainable Practices Policy,

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

, Section V.G.:
24. All desktop computers, laptops, and computer monitors purchased by the University are required to have achieved a minimum Bronze-level registration or higher under the Electronic Products Environmental Assessment Tool (EPEAT®), where applicable.

25. Preference will be given for electronics products that have achieved EPEAT® Silver or EPEAT® Gold registration. The registration criteria and a list of all registered equipment are provided at

http://www.epeat.net

.

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

University of California PC agreements require that sellers strive to provide products that meet or exceed EPEAT Silver Level or higher products. A systemwide agreement has been established for use by campus departments with Dell Computers, which includes EPEAT criteria. This is the only agreement that is available through the campus e-procurement system. The majority of campus desktop computers are purchased through this agreement.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	21,744 *US/Canadian $*
EPEAT Silver	50,720 *US/Canadian $*
EPEAT Gold	2,514,856 *US/Canadian $*

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

3,714,174 *US/Canadian $*

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

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

Cleaning Products Purchasing

Responsible Party

Allen Doyle
Sustainability Manager
Office of Environmental Stewardship and Sustainability

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

Submission Note:

UC Davis tracks green cleaning according to the standards of LEED for Existing Buildings: Operations & Maintenance IEQ Credit 3.3: Green Cleaning - Purchase of Sustainable Cleaning Products and Materials, which requires tracking of cleaning chemicals, paper products, trash can liners, and hand soaps using several standards. This data was collected from Custodial Services as well as a contract service provider (Pride). According to LEED criteria UC Davis spends 76% of purchasing dollars on sustainable cleaning products and materials.

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

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

Yes

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

UC+Davis+Green+Cleaning+Practices+20110901.pdf

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

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

Policy Review
Quality Control
Assessment of the ongoing performance of the Green Cleaning program at UC Davis will be conducted by a three-part process:
1. On a daily basis, the Custodial Supervisor and management assess custodial performance in the buildings, discuss any issues or challenges, and address any new developments relating to custodial practices.
2. An annual survey will be conducted to elicit feedback on cleaning and custodial service from the building occupants.
3. Purchasing-related performance will be tracked to ensure compliance with LEED credit requirements as per individual product categories.

Annual Review
The Green Cleaning Policy & Program at UC Davis shall continue indefinitely and be reviewed annually with approval from Student Housing management.

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

Yes

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

462,830.61 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

716,186.98 *US/Canadian $*

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

No

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

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

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

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

http://campus-care.ucdavis.edu/custodial/documents/UCDavisGreenCleaningPractices.pdf

Office Paper Purchasing

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

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

Part 2

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

Submission Note:

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

Expenditures reported here include paper purchases from the primary office supply contractor, OfficeMax, as well as bulk paper purchases for the central printing operation (Repro Graphics).

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

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

Yes

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

The paper purchasing policy, directive or guidelines:

, Section G

Paper
19. The University will phase out the use of virgin paper and adopt a minimum standard of 30% Post Consumer Waste (PCW) recycled content paper to be used in all office equipment (e.g., multi-function devices, copiers, printers, and fax machines).

20. University Procurement Services will use its Strategic Sourcing Program to negotiate better pricing for commodities with recycled content compared to commodities without recycled content, where such opportunities exist.

21. Through the Strategic Sourcing Program, University Procurement Services will develop language and specifications for RFIs, RFQs, and RFPs stating that recycled content product offerings be required where they exist.

22. Suppliers are discouraged from bringing hard copies of presentations to Quarterly Business Reviews. Suppliers are encouraged to present all information in electronic format that is easily transferable to University staff.

23. Suppliers and consultants are encouraged to print RFIs, RFQs, RFPs, Price Schedule Agreements, and required reports on a minimum of 30% PCW recycled content paper, using narrow margins and both sides of the page. These documents shall be clearly marked to indicate that they are printed on recycled content paper.

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

A systemwide contract has been established for office products, which includes requirements for recycled content office paper. This is the only contract for office paper that is available through the campus e-procurement system.

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

Yes

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

	Expenditure Per Level
10-29 percent	72,654 *US/Canadian $*
30-49 percent	745,651 *US/Canadian $*
50-69 percent	95,646 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	99,080 *US/Canadian $*

Total expenditures on office paper :

1,013,031 *US/Canadian $*

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

http://manuals.ucdavis.edu/PPM/350/350-05.PDF

Inclusive and Local Purchasing

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

Additional URL:
http://purchasing.ucdavis.edu/b4ubuy/vendors.cfm

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

UC Davis Policy and Procedures Manual, Chapter 350, Supplies and Equipment; Section 10, Procurement Authority

http://manuals.ucdavis.edu/ppm/350/350-10.pdf

Small Business Support: The University of California supports California's small businesses through a variety of ways at the individual location levels. Small business outreach programs exist at most UC locations and small business supplier fairs are held annually on our campuses and at our National Labs. Strategic sourcing supports small businesses by giving small businesses credit towards their bid point score and by encouraging small businesses to participate in the bidding process. Contract compliance for strategically sourced contracts is targeted at eighty percent in an effort to dedicate significant percentage of UC's business to our small and local business providers.

http://www.ucop.edu/purchserv/documents/ssfacts.pdf

Disabled Veteran Business Enterprises
The Disabled Veteran Business Enterprise (DVBE) Participation Program was established to acknowledge disabled veterans for their service and to further their participation in California state contracting, promote competition and encourage greater economic opportunity. Some state contracts may require the formal consideration of DVBE vendors.

http://purchasing.ucdavis.edu/b4ubuy/vendors.cfm

Small Business Program
The university is subject to the rules and regulations of the Small Business Administration which facilitates equal opportunity in business contracting. Some federally-funded accounts (contracts) require the university to purchase from small disadvantaged and women-owned businesses. If you have any questions or concerns, please contact the Strategic Sourcing & Small Business Program. The university Small Business Program satisfies State, Federal and other publicly funded program requirements. Click here for a current list of certified California small businesses.

http://purchasing.ucdavis.edu/b4ubuy/vendors.cfm

Small business enterprises
1. University commitment
The University is committed to a program that seeks out and encourages small business enterprises, particularly small disadvantaged, women-owned, and disabled veteran business enterprises, to become suppliers of the University when in the public interest and to the extent consistent with basic University materiel management principles that, especially as they pertain to purchasing activities, include:
a. Recognition that the basic purpose of materiel management is to support the teaching, research, and public service missions of the University in a cost-effective manner that best serves the interests of the people of the State of California.
b. Full compliance with obligations undertaken by the University as set forth in the specific terms, conditions, and provisions of Federal contracts and grants and other similar extramural sponsor agreements.

2. Federal contracts and grants
a. Federal agencies are required by statute, Executive Order, or regulation to implement certain public policies through their procurement process. Current policies that have an impact on educational institutions in their purchases of goods and services require that small, disadvantaged, women-owned, and disabled veteran business enterprises shall have the maximum practicable opportunity to participate in the performance of Federally funded contracts let by the University.
b. The University is obligated to carry out these Federal policies to the fullest extent consistent with the efficient performance of any contract and grant work undertaken by the University.

http://manuals.ucdavis.edu/ppm/350/350-10.pdf

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

5.46

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://manuals.ucdavis.edu/ppm/350/350-10.pdf

Life Cycle Cost Analysis

Criteria

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

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

A brief description of the LCCA policy(ies) and practice(s):

Section V, G. Environmentally Preferable Purchasing, of the UCOP Sustainable Practices Policy states: "The University seeks to compare the total cost of ownership when evaluating the cost of goods and services for the selection of suppliers. The total cost of ownership includes the initial purchase price and all other initial costs, including installation, freight, taxes and fees where applicable, operating cost, maintenance cost, warranty cost, collection, and end-of-life disposal or recycling costs."

The website URL where information about the institution's LCCA policies and practices is available:

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

Guidelines for Business Partners

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

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

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

And/or

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

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

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

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

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

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

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

Some

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

Some

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

UC-CR-13-0213_SustainablePractice.pdf

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

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

Some elements of social responsibility are included in guidelines cited the Sustainable Practices policy. The UC Policy on Sustainable Practices states that the UC supports small businesses, disabled veteran business enterprises, and women-owned businesses. The policy supports both sustainable products purchasing and sustainable business operations.

The website URL where information about the institution’s guidelines for its business partners is available:

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

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet :

987

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	65
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	22
100 percent electric	82
Fueled with compressed natural gas (CNG)	85
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	115
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

The UC Davis Fleet leads the way in many areas of sustainability. This past year, 54% of fuel consumed on the campus was an alternative fuel (409,000 gallons of 759,000 total) and 53% of the entire light to heavy duty fleet vehicle inventory is either hybrid or alternative fuel (524 of 987) vehicles (155 are Flex Fuel Vehicles, which STARS does not count). Of the 150 sedans in the fleet, 20% are plug-in -- or 30 vehicles, 8 of those dedicated battery electric vehicles (BEV), 8% are dedicated compressed natural gas (CNG), 11% operate exclusively on B20 biodiesel, and 30% are flex fuel capable. We started the first fleet biodiesel sedan demonstration 4 years and after gathering data, added another 10 biodiesel sedans this year. We also built upon the existing electric vehicle (EV) charging network by adding 4 Level II EV chargers, bringing the total to 25 Level II shared use chargers and installed a DC Quick Charge EV charger on-site. We pioneered plug-in vehicles used in fleet carshare applications and after adding a third location this year, we now have a total of 4 plug-in vehicles in carshare -- 2 dedicated BEV and 2 plug-in hybrid electric vehicles (PHEV). We are piloting wireless EV charging (also in carshare) with EvaTran and have steadily been reducing the fleet count by increasing utilization of existing assets and making vehicles more available to our customer base through carshare. Adding weekend and holiday shuttle service has almost tripled the number of single occupant trips avoided by going from 14,000 to 20,000 riders. And by switching from diesel to CNG power, that same shuttle bus that travels 66,000 miles/year also displaces consumption of 10,000 gallons of diesel fuel along with the associated emissions. We are out to bid on an E85 station that will support 150 flex fuel vehicles travelling over 1.1 million miles annually. We also developed and created internally an online Green Driving Technique training module.

The website URL where information about the institution's support for alternative fuel and power technology is available:

http://fleet.ucdavis.edu/

Student Commute Modal Split

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Driller, Brigette (2013) Results of the 2012-13 Campus Travel Survey. Institute of Transportation Studies, University of California, Davis, Research Report UCD-ITS-RR-13-18; Table 22. "Share using each mode on an average weekday, including telecommuting."

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

Total percentage of students that use more sustainable commuting options:

88.30

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	11.80
Walk, bicycle, or use other non-motorized means	57.20
Vanpool or carpool	4
Take a campus shuttle or public transportation	27.10
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

The UC Davis Campus Travel Survey is a joint effort by the Transportation & Parking Services (TAPS) and the Sustainable Transportation Center, part of the Institute of Transportation Studies at UC Davis. Since 2007 the survey has been administered each fall by a graduate student at the Institute of Transportation Studies. The main purpose of the survey is to collect annual data on how the UC Davis community travels to campus, including mode choice, vehicle occupancy, distances traveled, and carbon emissions. Over the past six years, the travel survey results have been used to assess awareness and utilization of campus transportation services and estimate demand for new services designed to promote sustainable commuting at UC Davis. Data from the campus travel survey have also provided researchers with valuable insights about the effects of attitudes and perceptions of mobility options on commute mode choice. This year's survey is the seventh administration of the campus travel survey.

The 2012-13 survey was administered online in October 2012, distributed by email to a stratified random sample of 28,838 students, faculty, and staff (out of an estimated total population of 41,214). About 15.7 percent (4,514 individuals) of those contacted responded to this year's survey, with 13.8 percent actually completing it. For the statistics presented throughout this report, we weight the responses by role (freshman, sophomore, junior, senior, Master's student, PhD student, faculty, and staff) and gender so that the proportion of respondents in each group reflects their proportion in the campus population.

The website URL where information about sustainable transportation for students is available:

http://www.its.ucdavis.edu/research/publications/publication-detail/?pub_id=1962

Employee Commute Modal Split

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

Driller, Brigette (2013) Results of the 2012-13 Campus Travel Survey. Institute of Transportation Studies, University of California, Davis, Research Report UCD-ITS-RR-13-18; Table 22. "Share using each mode on an average weekday, including telecommuting."

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

Total percentage of the institution’s employees that use more sustainable commuting options:

46.10

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	54
Walk, bicycle, or use other non-motorized means	25.20
Vanpool or carpool	10.80
Take a campus shuttle or public transportation	5.80

Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	4.30

A brief description of the method(s) used to gather data about employee commuting:

The UC Davis Campus Travel Survey is a joint effort by the Transportation & Parking Services (TAPS) and the Sustainable Transportation Center, part of the Institute of Transportation Studies at UC Davis. Since 2007 the survey has been administered each fall by a graduate student at the Institute of Transportation Studies. The main purpose of the survey is to collect annual data on how the UC Davis community travels to campus, including mode choice, vehicle occupancy, distances traveled, and carbon emissions. Over the past six years, the travel survey results have been used to assess awareness and utilization of campus transportation services and estimate demand for new services designed to promote sustainable commuting at UC Davis. Data from the campus travel survey have also provided researchers with valuable insights about the effects of attitudes and perceptions of mobility options on commute mode choice. This year's survey is the seventh administration of the campus travel survey.

The 2012-13 survey was administered online in October 2012, distributed by email to a stratified random sample of 28,838 students, faculty, and staff (out of an estimated total population of 41,214). About 15.7 percent (4,514 individuals) of those contacted responded to this year's survey, with 13.8 percent actually completing it. For the statistics presented throughout this report, we weight the responses by role (freshman, sophomore, junior, senior, Master's student, PhD student, faculty, and staff) and gender so that the proportion of respondents in each group reflects their proportion in the campus population.

The website URL where information about sustainable transportation for employees is available:

http://www.its.ucdavis.edu/research/publications/publication-detail/?pub_id=1962

Support for Sustainable Transportation

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

  And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Submission Note:

Additional URLs:
UC Davis Bicycle Program:
http://taps.ucdavis.edu/bicycle

UC Davis Fleet Services:
http://fleet.ucdavis.edu/

UC Davis Human Resources Workplace Flexibility:
http://www.hr.ucdavis.edu/worklife-wellness/work/workplace-fle

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The UC Davis campus provides a variety of secured bike parking options and shower facilities for bicycle commuters. Bicycle Lockers: There are over eighty secure, all-metal bike locker spaces for rent around the campus.

High Security Bicycle Racks: of over 20,000 bike parking spaces on campus, over 95% are state-of-the-art high security bike racks.

Shower Facilities: The UC Davis Athletic and Recreation Center (ARC) provides free shower facilities for all campus bicycle commuters, whether they are students (who have free access to the entire facility), non-student ARC members, or non-members.

A number of campus buildings have shower facilities for use by staff employed in those buildings. These include, but are not limited to, the Veterinary Medicine School, Transportation and Parking Services, University Police and Fire departments, King Hall Law School.

Locations of shower facilities may be seen in Appendix 7 of the UC Davis Bicycle Plan linked to from this website

http://taps.ucdavis.edu/resources/transportation/

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bike lockers are available for rent at a variety of locations on campus. Staff/faculty may get free access passes to showers and lockers in the main campus recreational facility. Registered students have free access to showers, lockers, and fitness equipment at two campus

recreational facilities.

Every campus destination, including the residence halls, has high security bicycle racks located close to main entries. Indoor bike storage is also provided for students who leave for the summer and prefer to leave their bikes on campus in a secure facility.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

UC Davis first adopted a bike accommodation policy in 1972. Subsequent planning documents, including regularly updated versions of the campus Long Range Development Plan and the campus Access Plan, among others, have maintained and strengthened UC Davis' commitment to providing a seamless network of bicycle and pedestrian infrastructure throughout our 5,300 acre campus (largest of the ten University of California campuses). The campus has two major transit stations and several additional stops that accommodate both local and regional transit systems.

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

Yes

A brief description of the bicycle sharing program:

At this time the campus operates modest bike-sharing programs located at each of the three main student housing areas. UC Davis has been a significant contributor to the planning, funding and establishment of a regional bike-sharing system that is scheduled to launch sometime in 2014 – 2015. The system will include bike stations on campus, in the city of Davis, and in the greater Sacramento area.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

Yes

A brief description of the certification, including date certified and level:

The UC Davis campus was identified in 2013 as a Platinum Level Bike Friendly University and a Platinum Level Bike Friendly Business by the League of American Cyclists.

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

Yes

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

The UC Davis campus is served by a number of local and regional transit agencies. The local bus system, Unitrans, is operated by Associated Students and provides complimentary service to all undergraduate students on all routes and operates two routes that circulate

the campus that are free for all riders. Additionally, the county-wide transit agency, Yolobus, also offers complimentary access to undergraduate UC Davis students. Other members of the UC Davis community qualify for up to $23 monthly discounts on Unitrans, Yolobus and two additional regional transit systems (Sacramento Regional Transit and Fairfield and Suisun Transit) and on multi-ride Amtrak passes. UC Davis Transportation and Parking Services also helps subsidize a shuttle that runs regularly between the Main Campus and the UC Davis Medical Center in Sacramento, resulting in discounted rates for commuters and free transportation for those traveling between the campuses for University business.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

Yes, during regular business hours, members of the goClub can access the in-house Emergency Ride Home Program in which commuters are given a ride to their commute starting point by a representative of Transportation and Parking Services. Any UC Davis employee may also access an Emergency Ride Home program provided by the regional Transportation Management Association, available 24/7 that provides vouchers for either a local taxi company or Enterprise Rent-A-Car.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

UC Davis offers free rideshare matching to all students and employees through the Zimride system. Additional benefits for carpool and vanpool participants include: discounted parking permits, preferential parking, and complimentary day-use permits for the days that car/vanpool participants must drive separately, access to the emergency ride home program and pre-tax payroll deduction to qualified employees. The campus currently participates in vanpool programs offered by Enterprise Vanpool and V-Ride.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Yes, there are currently two forms of carshare available on campus. There are currently ten Zipcar carshare vehicles in addition to the campus run carshare program called UC Drive. UC Drive vehicles are available in three locations on campus 24/7 for business use and reservations can be made online and billed directly to a campus department. Additional Zipcar vehicles are located adjacent to campus in the City of Davis as well creating a robust network of carshare vehicles for both personal and business use.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

Yes, there are 24 Level 2 or higher electric vehicle charging stations on the main campus, and additional stations are available for fleet vehicles in the fleet services yard and for residents and visitors at the West Village Housing Community.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Non-represented professional and support staff are eligible to request workplace flexibility. Represented employees may participate as allowed by their perspective bargaining agreements. An employee initiates the request for Workplace Flexibility by submitting a proposal to her/his supervisor and/or unit/department head. Workplace Flexibility includes compressed workweek, flextime, and telecommuting. Workplace Flexibility at UC Davis supports three campus initiatives: Principles of Community, Sustainability, and Wellness. Supervisors/department heads are encouraged to give serious consideration to all employee telecommuting requests.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

UC Davis Department of Human Resources has set guidelines and procedures for employees to request compressed workweek arrangements, and while compressed workweek is not an option for every position at UC Davis, there are many employees who work compressed workweeks or alternate schedules to accommodate commuter needs.

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

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

Aggie Village offers UC Davis faculty and staff the opportunity to purchase affordable, quality homes adjacent to campus and created specifically to suit the needs of the growing university community. Aggie Village's location integrates the campus with downtown Davis, and in part, functions as a gateway to the city and the UC campus. The five-block site includes retail, residential and university uses, and usable open spaces. Bicycle trails and pedestrian paths offer connections to destinations in Davis and the University. Aggie Village is bordered on the south by the UC Davis Arboretum, which has its own bicycle and pedestrian paths.

West Village is a net-zero energy community located on the UC Davis campus that currently provides rental opportunities to UC Davis employees. It is designed to enable faculty, staff and students to live near campus, take advantage of environmentally friendly transportation options, and participate fully in campus life. Future development is planned for single-family homes in the West Village Community to further attract employees and their families

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

UC Davis is a member organization of the regional Transportation Management Association and works closely with other organizations and large employers in the area to ensure that commuters have a wide array of transportation options. Examples of such regional collaboration include the planning of the regional bike share program that is currently underway. Additionally, UC Davis has an aggressive bicycle education and enforcement program, a bike registration program, bi-annual bicycle auctions and hires a full-time bicycle coordinator. The goClub program also provides personalized consultation to commuters and campus policy does not allow campus residents to purchase parking permits.

The website URL where information about the institution's sustainable transportation program(s) is available:

http://goclub.ucdavis.edu/

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Michelle La
Waste Reduction & Recycling Coordinator
Environmental Stewardship & Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

Submission Note:

UC Davis has a fairly robust waste reduction and recycling program, including the nation's first zero waste stadium, and a major organics and food waste diversion program. The campus focus on reducing waste can be traced back to at least 1975, when Bargain Barn opened in an effort to more responsibly dispose of surplus equipment, furniture and supplies.

Last football season, UC Davis entered Aggie Stadium into the 2014 Game Day Challenge Competition. As a result, UC Davis was ranked among other Universities and Colleges within the same conference, Division I FCS. They were ranked in five different categories and placed first in two out of the five categories. The categories are below:

1. Recycling (per capita recycling (lbs/person)) – 8th place, 0.200 lbs./person (11/22/14, v. Sacramento State)

2. Waste Minimization (lbs. landfill/person) – 1st place, 0.010 lbs./person (10/11/14, v. Montana State)

3. Green House Gas Reduction (MTCO2e/person) – 10th place, 0.000190 MTCO2e/person (11/22/14, v. Sacramento State)

4. Organics (per capita organics reduction (lbs./person)) – 3rd place, 0.131 lbs./person (11/22/14, v. Sacramento State)

5. Diversion (Diversion rate %) – 1st place, 93.4% (10/11/2014, v. Montana State)

Overall, UC Davis had a season high diversion rate of 93.4% and a season average of 91.7%.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,726 *Tons*	1,582 *Tons*
Materials composted	9,648 *Tons*	10,763 *Tons*
Materials reused, donated or re-sold	0.76 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	7,021 *Tons*	6,992 *Tons*

Figures needed to determine "Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	5,653	3,668
Number of residential employees	2	2
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	29,146	27,304
Full-time equivalent of employees	9,467	8,515
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014

Baseline Year	July 1, 2009	June 30, 2010

A brief description of when and why the waste generation baseline was adopted:

2009-2010 was the first full year in which UC Davis collected comprehensive waste data.

A brief description of any (non-food) waste audits employed by the institution:

General waste audit assessments are conducted for different facilities as part of an evaluation process. The assessment process includes evaluating the occupants waste disposal behavior and noting contamination or issues with the waste diversion program in place in the facilities.

Formal Waste Audits (waste sorting) are also conducted for facilities to collect data on waste diversion and landfill contamination. The waste sorting is also performed for specific special events througout the year to evaluate the success of a zero waste event.

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The Bargain Barn facilitates the reuse and resale of campus surplus equipment and supplies for campus faculty and staff members. The surplus equipment and supplies are taken to the Bargain Barn to be resold to other campus affiliates or if not marketable, to be properly disposed or recycled.

The Aggie Reuse Store is a student run store that facilities and encourages the reuse of materials disposed of by students on campus.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

UC Davis eliminated a printed paper phone directory with the last printing in 2008-09. The directory is now available solely online. Since Fall 2012 the Registration Guide has also only been available online. The course catalog and schedule, together with a robust search tool, are available online. The “UCD Buy” online purchasing system allows for product search and order placement. Human Resources posts job offerings online and requests applicants apply through the online job application tool. Pay statements are now provided in electronic format on the central UC benefits website, and not provided in paper format, unless the Online Earnings Statement Exception Form is filled out by the requesting employee. The campus map is available online, and departments requesting printed maps must pay for them.

Further information can be found at:

http://vpiet.ucdavis.edu/departmentlistings/

;

http://technews.ucdavis.edu/news2.cfm?id=1773

http://registrar.ucdavis.edu/csrg/

http://purchasing.ucdavis.edu/methods/ucdbuy.cfm

https://www.employment.ucdavis.edu/applicants/jsp/shared/Welcome_css.jsp

;

http://www.hr.ucdavis.edu/padmin/applicant/faqs

;

http://www.ucdmc.ucdavis.edu/hr/jobs/apply/index.html

http://accounting.ucdavis.edu/Forms/PR_EarningsStatement.pdf

A brief description of any limits on paper and ink consumption employed by the institution:

Computer classrooms, open access labs, and media facilities are supported by Information and Educational Technology Computer Lab Management. At these facilities, UC Davis users (faculty, staff, and students) will accrue charges of 11 cents per sheet for every sheet they print regardless if the printing is single-sided or double-sided. Sheets printed via Wireless Printing are counted on the same quota as normal printing within the IET computer rooms. If an individual prints 30 or fewer sheets per quarter, the charges will be waived as it is not efficient for the department to issue invoices for such small print quantities. Color prints cost $1.00 per page. As student fees do not support student computing nor do they support printing, printing is entirely funded by the fees. The printing fees also fund a portion of the open-access computer labs since they are primarily used for printing.

For students living in the residence halls, Student Housing provides 250 pages “free” printing each quarter through the Computer Centers in the residence hall areas. While “free”, in actuality this is paid for through regular Housing fees paid each quarter. The department set that level of printing as a responsible level that meets the needs of the vast majority of residents with consideration for sustainability and conservation of resources.

Further information can be found at:

http://housing.ucdavis.edu/computers/printingservice.asp

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

An annual student housing move-in/out event is planned and hosted by UC Davis Student Housing to reduce landfill waste and encourage the recycling during move-in/out in September and June respectively. The move-in/out event includes stations set up specifically to collect materials for recycling and donations (donation stations are more prevalent during move-out). Spring Cleaning takes place in the residence halls during the week before the halls close for the year, so students - as they prepare to move out - may identify clothing, electronics, and other items that they no longer need or want and turn them in so they will continue to be used by others.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

Twice a quarter, UC Davis Dining Services holds two waste audits, one in front of the dishline and one behind the dishline. During each waste audit, a team of UC Davis students and Dining Service employees work together to collect, sort and weigh dining guests' meal waste at each of our three dining facilities. As our guests brought their plates to the dish return, they were asked to sort their waste into the following categories: "edible food waste" (like coleslaw or a bread stick left on someone's plate), "inedible food waste" (like a corn cob or a banana peel), "liquid waste" (any liquids, not including ice) and lastly "napkin waste."

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

UC Davis Dining Services utilizes a program called Lean Path. Lean Path helps UC Davis Dining Services divert pre consumer waste by recording production losses through weight measurement. Pre consumer waste encompasses overproduction, expiration and trim waste. During 2013, in Segundo and Tercero Dining Commons, over 7500 trays of food were weighed. According to Lean Path data, we reduced our food cost loss by 50% last year by recognizing heavy wasted items and either producing less or ordering less. Please note, although each Dining Common provides continuous education and incentives to use the lean path program, not all cooks utilize the program. However, this sample size provides enough data to help Dining Services reduce their waste.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

All UC Davis Dining Commons are trayless dining; trays are not available any location.

UC Davis Dining Services offers several programs that encourage food waste minimization. The Just Ask program at UC Davis Dining Services provides guests with an option of customizing a prepared dish by encouraging them to request alterations from our chefs. Signs are posted around the Dining Commons reminding students that they can ask for a dish without sides, in a half portion or without a bun. The Try-a-Taste program at UC Davis provides guests in the all-you-care-to-eat campus dining commons an opportunity to sample a plated entrée or soup before taking an entire serving of food. This helps reduce food waste.

Reusable 4oz china ramekins or 2oz ceramic soup spoons are used as sample vessels. Platform cooks prepare a flight of samples that are available next to the fully plated items or crock of soup. A larger ramekin is available at the point of service for students to discard empty sample cups/spoons.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

All dining commons and retail eateries have a composting program in place. A majority of supplies used by the food facilites are recyclable (paper, cardboard, plastics #1-2) or compostable (BPI and ASTM certified compostable). The supplies selected are based on campus recycling and compostable acceptance standards.

Cuarto Dining Commons offers a “Meals To- Go” program. Students purchase a reusable box with one meal swipe and return the used box to receive another one. Students may only use the reusable boxes provided by Dining Services for their To- Go meal.

In special events, sometimes to-go containers are used to pack lunch boxes for event attendees. In these cases, composting bins are normally available during the events and the containers are compostable containers (commonly wax-lined paper containers).

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All dining commons utilize reusable service ware for "dine in" meals. Most retail eateries utilize recyclable or compostable service waste for to-go meals, with the exception of a few meal products. All food facilites are composting facilities.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Discounts are provided to customers who use reusable drinking containers when purchasing coffee or soda in food service facilities on campus. For example, customers get a $0.15 discount campus-wide at all Dining Services operated coffee and beverage locations for providing their own cup or mug.

A brief description of other dining services waste minimization programs and initiatives:

UC Davis Dining Services is committed to waste reduction and environmental stewardship. We strive to support the UC Davis campus meet the goal of zero waste by 2020. Each year Dining Services diverts thousands of tons of organic waste, office paper, plastics, glass and metals from the landfill through recycling and composting programs. We are also striving to reduce the overall amount of ‘waste’ generated in our facilities.

Organic Waste Recycling
All campus dining facilities, including primary retail foodservice locations, are recycling all pre- and post-consumer organic waste into compost or biogas. Organic waste diversion was launched in foodservice locations on campus in 2005.

All organic waste from the UC Davis Dining Services resident dining commons is being converted into clean energy at the Renewable Energy Anaerobic Digester (READ) operated on the UC Davis Campus by Clean World Partners.

Pre- and Post-consumer Food Waste Reduction through Education and LeanPath
Through education and portion control, implementing our Try-a-Taste and Just-Ask programs, UC Davis Dining Services helped students reduce plate waste, also known as post-consumer waste, to 1.84oz per person, nearly reducing plate waste by half since 2010.

Food waste tracking utilizing LeanPath is utilized in both Segundo (2011) and Tercero (2012) Dining Commons to help reduce pre-consumer waste from overproduction and trim waste. Learn more about the LeanPath program at

http://www.leanpath.com/

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Reducing Non-Recyclable Waste
Aggie Ware, a reusable dishware program, is available for all resident hall programming since 2010 and has helped eliminate disposable, non-recyclable/compostable plate ware from being purchased by residents and resident hall advisers for resident socials. All retail and resident dining locations are plastic-bag free since 2009.

Zero Waste Concessions at Aggie Stadium
For the fourth year in a row, Dining Services operated the zero-waste concessions program at the UC Davis Aggie Stadium. This year, we achieved an 84% average diversion rate by offering recycling and composting for guests and staff. In the sixth home football game of the season this year against North Dakota, a season high 97% of waste was diverted from the landfill. UC Davis was recognized for having the highest diversion rates in the nation at Aggie Stadium in the US Environmental Protection Agency's WasteWise Game Day Challenge from 2011-2013.

Zero Waste Events
UC Davis Dining Services continues to work with the campus to strengthen the campus-wide zero waste event program. All events catered by University Catering and Resident Dining are standard zero-waste, meaning that all the service ware provided is either reusable, compostable or recyclable. Our catering team also works with event planners to identify menus that incorporate bulk instead of individually packaged items as much as possible to eliminate unnecessary packaging.

The website URL where information about the institution's waste minimization initiatives is available:

http://sustainability.ucdavis.edu/progress/waste_reduction/index.html

Waste Diversion

Responsible Party

Michelle La
Waste Reduction & Recycling Coordinator
Environmental Stewardship & Sustainability

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

UC Davis has a fairly robust waste reduction and recycling program, including the nation's first zero waste stadium, and a major organics and food waste diversion program. The campus focus on reducing waste can be traced back to at least 1975, when Bargain Barn opened in an effort to more responsibly dispose of surplus equipment, furniture and supplies.

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

Materials diverted from the solid waste landfill or incinerator:

16,911 *Tons*

Materials disposed in a solid waste landfill or incinerator :

7,021 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

The UC system-wide sustainability policy commits all UC campuses to strive for zero waste by 2020. Efforts have been made to increase compost/organics collections on campus, including the restructuring/reallocation of campus resources to accommodate for increased demand for composting (e.g., Silo Patio composting project)

A brief description of any food donation programs employed by the institution:

UC Davis Dining Services participates in the Food Recovery Network Davis chapter, which was started on campus in 2012. The food is donated to Davis Community Meals and Cesar Chavez Plaza, which are local food banks.

A brief description of any pre-consumer food waste composting program employed by the institution:

ASUCD Project Compost unit maintains a pre-consumer food waste program on campus that collects food trimmings, coffee grounds, etc from campus retail eateries and dining commons for on site composting. Pre-consumer food waste is picked up twice a week by Project Compost.

A brief description of any post-consumer food waste composting program employed by the institution:

Post consumer food waste is collected from all retail eateries and dining commons, a number of administrative offices/facilities, and special events. The composting implementation at each facility location is paired with an educational program to ensure that occupants understand and are able to compost their food waste/packaging accurately, decreasing the chance of contamination. The compostable material is taken to either an off campus commercial composting facility for processing or is taken to a Renewable Energy Anaerobic Digester facility that is built on the campus landfill.

At the Coffee House, ten three-compartment waste receptacles in the dining room collect "landfill", "mixed recycling" and "compost". Compostable waste (post-consumer) is collected in compostable bags and placed in a compactor, which is picked up and emptied every three weeks. 95% of the disposable-ware is compostable.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes

Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

gravel

Construction and Demolition Waste Diversion

Responsible Party

Michelle La
Waste Reduction & Recycling Coordinator
Environmental Stewardship & 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.

Submission Note:

UC Davis has a fairly robust waste reduction and recycling program, including the nation's first zero waste stadium, and a major organics and food waste diversion program. The campus focus on reducing waste can be traced back to at least 1975, when Bargain Barn opened in an effort to more responsibly dispose of surplus equipment, furniture and supplies.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

4,853.93 *Tons*

Construction and demolition materials landfilled or incinerated :

554 *Tons*

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

All C&D contractors are required to strive for at least 75% diversion rate when possible and submit receipts and/or records to confirm that the materials were recycled appropriately. The contractors are also required to have appropriate infrastructure (both containers and adequate signage) to collect and divert C&D waste from the project on-site.

Workers and project staff are trained and provided information on waste diversion specific to construction sites as well as office waste diversion programs/opportunities (both recycling and composting) for the on-site office locations.

Hazardous Waste Management

Responsible Party

Michelle La
Waste Reduction & Recycling Coordinator
Environmental Stewardship & Sustainability

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

Additional URLs:

http://bargainbarn.ucdavis.edu/

http://bargainbarn.ucdavis.edu/howto/dispose.cfm

http://sustainability.ucdavis.edu/action/recycle/index.html

"---" *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:

EH&S has provided waste minimization training in e-learning and instructor-led formats for more than a decade. EH&S aggressively researches new techniques and waste treatment products to decrease the volume of hazardous wastes managed at UC Davis. Rechargeable and Lead Acid Batteries are recycled through RBRC and Interstate Batteries. Oil is recycled throught Asbury Environemental. Latex

Paint is recycled through Paint Care Program.

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

All applicable Federal and State laws are followed in the management of hazardous wastes. UC tracks all hazardous waste shipments to ensure all waste is managed at approved facilities and with approved methods. Vendors are audited for both financial health and regulatory compliance. Additionally UC Davis is an active participant in a UC systemwide group that evaluates disposal facilities used for UC Davis's wastestreams. The group reviews the detailed reports for each facility and votes as a group whether or not to approve shipments to each facility. Facilities are reviewed on a 3 year basis.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

In January 2013, 10 five gallon buckets of potentially explosive materials were removed from an apartment and a chemistry lab in response to an explosion in the apartment. Emergency responders placed the 5 gallon buckets in excavated holes in the ground on campus lands and detonated them. Samples were taken of the residual soil and debris in the 10 holes, and levels were compared to the EPA screening levels for soils. Based on the results of the screening, the holes were over-excavated and the resultant non-hazardous waste stream was disposed at an appropriate local disposal facility. The volume of waste disposed was approximately 4 cubic yards.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

This chemical inventory system (CIS) has been in place for many years. The addition of a means to share chemicals was added to the program in the last few months. This functionality has already been developed, tested and will be implemented campus-wide by July 1, 2012. The Chemical Inventory System is currently being updated to facilitate sharing between laboratories.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Departments and offices on campus are able to utilize the campus surplus equipment unit, Bargain Barn, to recycle or resell their electronics that are no longer needed. The Bargain Barn will track and recycle/resell the material depending on the value of it at the time of disposal.

E-waste "drop-off" events are held by Bargain Barn; further information can be found at:

http://bargainbarn.ucdavis.edu/events/ewaste.cfm

Small electronics can be recycled through the campus multi-bin program. The multi-bin is a recycling unit in multiple centralized locations on campus. The units accept batteries, compact disc, floppy discs, small electronics, and inkjet cartridges.

Electronics are recycled via CEAR (California Electronics Asset Recovery), a recycler that is certified under both e-Stewards and R2

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

Surplus electronic equipment in working condition and with market value is sold to the general public. Unmarketable electronic waste is recycled and handled by an e-waste company who is a certified e-Steward and maintains R2 and BAN standards.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://safetyservices.ucdavis.edu/

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

In early 2014, the state Department of Water Resources recognized that California was in a drought. California Governor Jerry Brown called on the state to reduce water use by 20%. UC Davis is responding to this call with a Drought Response Action Plan that outlines a set of actions that can be implemented to strive for a 20% reduction in water use from calendar year 2013, during the drought state of emergency. The actions cover operations, dining services, landscape management, research and agricultural water use, communication/behavior/education/outreach, utilities infrastructure, and new construction and renovations. Of note: While enrollment has nearly tripled since 1969, our campus is using the same amount of water as it did in the 1970s. That is because we have worked hard, often in response to previous droughts, to reduce water consumption throughout our operations.

http://sustainability.ucdavis.edu/progress/water/index.html

http://sustainability.ucdavis.edu/local_resources/docs/drought_response_action_plan_april_2014.pdf

http://blogs.ucdavis.edu/sustainability/2014/04/17/uc-davis-releases-drought-response-action-plan

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	1,018,308,333 *Gallons*	1,116,779,067 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	675,876,000 *Gallons*	789,391,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	5,653	2,754
Number of residential employees	2	2
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	27,725	20,123
Full-time equivalent of employees	9,467	6,074
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	11,784,737 *Square Feet*	7,581,739 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	388 *Acres*	388 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2010	June 30, 2013
Baseline Year	July 1, 1996	June 30, 1999

A brief description of when and why the water use baseline was adopted:

The baseline was adopted for several reasons: The campus grew very rapidly over the past two decades, and the campus water working group opted to select a baseline that would allow the campus to not only capture its growth, but also all of the many water conservation and efficiency measures it had undertaken. In addition, the campus Utilities division had the best documentation for water use starting in 1996, and the water working group selected the average of the earliest, solid data to mitigate for weather and other year-to-year variations.

Water recycled/reused on campus, performance year:

120,000 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

The campus has a dedicated non-potable water system used for landscape irrigation on the central campus. This system pumps lower-quality shallow groundwater for supply. This system decreases demand on the higher-quality potable water supply. Additionally, the campus wastewater treatment plant produces reclaimed water that can be used without restrictions for irrigation. The reclaimed water is used for landscape irrigation in the wastewater treatment plant district. Lastly, a rainwater harvesting system is in place at the Robert Mondavi Institute for Food and Wine. The system has 4 tanks with a storage capacity of 176,000 gallons. The water is used for non-potable uses within the building (e.g., toilet flushing).

Tertiary-treated wastewater from the on-campus wastewater treatment plant is used for irrigation of landscaping at the treatment plant. This is a pilot project to learn how the landscape performs with the tertiary-treated water.

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

Approximately 150 building-level water meters are installed and read at UC Davis.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Campus Student Housing has retrofitted all residence halls with low-water use fixtures (faucets, toilets, urinals, showerheads, and washing machines); Dining Services has installed low-flow and motion-sensor based pre-rinse nozzles, faucets and handwashing sinks in kitchens, re-circulating dishroom water troughs and a water-efficient warewashing system, among many water-saving efforts; Facilities Management has replaced approximately one-third of campus fixtures with low-flow versions, and a project is underway jointly with Facilities Management's LEED-EB:OM team and the student-led Sustainability Resource Organization to "tune" valves on toilets and urinals to significantly reduce flow.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Campus cooling towers have been retrofitted with valves that enable water efficiency during flushing, nearly all single-pass cooling for laboratory equipment has been eliminated, Utilities has installed a reverse osmosis system to provide higher quality water to campus central boilers, which has reduced overall water use by the boilers due to reduced flushing need, and the Green Workplace team removed over 80 old Chemistry building vacuum aspirators in 2014.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UC Davis uses xeriscape landscaping techniques, including the selection of drought tolerant plants where possible throughout the campus. The use of drought tolerant plants is particularly emphasized in new landscapes developed as part of new road or building construction projects. When existing landscapes must be modified the decision to utilize drought tolerant plants depends on the surrounding context and budget constraints.

The campus has also recently completed a Landscape Management Plan which functions as a tool for evaluating existing campus landscapes and identifying those that are suitable for conversion, typically to xeriscape, because the maintenance levels and water required to retain those landscapes is out of balance with the use or purpose of the landscape. This effort is being spearheaded by the Public Garden Pilot Project Team composed of campus staff from the Arboretum, Campus Planning and Landscape Architecture, Grounds, the Riparian Reserve, and Civil and Industrial Services.

The UC Davis Arboretum also has a very well-developed sustainable horticulture program with a significant community outreach component (Arboretum All-Stars) whose main purpose is to promote "valley-wise" gardening - which is the use of plants that are climate appropriate for the Sacramento Valley. Where possible, plants from the Arboretum's "All-Stars" list are specified in planting plans for campus projects designed in-house, and consultants are encouraged by campus staff to consider selecting plants from this palette as well in their design work.

Further information can be found in our landscape management credit responses (OP-10).

A brief description of any weather-informed irrigation technologies employed by the institution:

The campus uses a Rainmaster ll weather station, which uses sensors to record data and produces an evapotranspiration factor daily. Irrigation run times are adjusted automatically by the central irrigation computer. There is also a rain gauge that will shut off the system when a certain threshold of precipitation is reached in a specified time. It is a state-of-the-industry system, used on the Davis campus. The campus is one of the largest operators of this system on the West Coast, and the irrigation staff are trained professionals who are members in an irrigation association that encourages education and certification for irrigation professionals.

Further information can be found at:

http://rainmaster.com/wthr_cntr2_prod_lit.htm

http://rainmaster.com/dx2_prod_lit.htm

http://rainmaster.com/central_sys_prod_lit.htm

A brief description of other water conservation and efficiency strategies employed by the institution:

Water use has stayed relatively flat over the past 40 years, and on a per-capita basis, campus water use has been decreasing for many years due to aggressive conservation measures and an on-going commitment by the campus to use water wisely. Key actions are summarized below.
Design & Construction Management has revised the Campus Standards and Design Guide for new construction and building renovations to:
· Eliminate single-pass cooling for laboratory equipment
· Meter water use by building for benchmarking
· Require low-flow fixtures, ultra-low-flow urinals, and bottle-filling (hydration) stations
· Require water-conservative landscaping, water efficient irrigation, and application of heavy mulch to landscaped areas to reduce evaporation.
Facilities Management has:
· Replaced nearly all single-pass systems in favor of closed-loop systems for equipment cooling
· Approximately 1/3rd of the campus fixtures have been replaced with low-flow versions, with retrofits occurring at the time of fixture breakage or facility remodels/renovations
· Student employees in the LEED-EBOM program investigate for leaks and water saving opportunities in buildings that are part of the LEED-EBOM program (two dorms, two office buildings, one classroom building, three labs)
· Campus cooling towers have been retrofitted with Dolphin valves for water efficiency during flushing
· Most steam condensate leaks have been repaired, and when new ones arise, they are repaired as quickly as possible.
Grounds and Landscape Services has taken many measures over the last 10 years to reduce campus landscape water consumption, including:
· Turf reduction and drought-tolerant landscaping installation
· Widespread mulching
· Aggressive irrigation preventative maintenance
· Stormwater swales that collect rainwater
· Subsurface turf irrigation at Student Housing facilities, and
· The operation of a “smart” central irrigation control system.
Student Housing has:
· Installed low-water use fixtures (faucets, toilets, urinals, showerheads and washing machines)
· Switched to cleaning equipment and procedures that reduce water use, and
· Conducted communication and education campaigns with residents and staff regarding water efficiency.
Dining Services has adopted a wide variety of practices, including:

· Instituted trayless dining (thus avoiding washing trays)
· Installed low-flow and motion-sensor based pre-rinse nozzles, faucets and handwashing sinks in kitchens, re-circulating dishroom water troughs and a water-efficient warewashing system
· Only performs water-bath thawing in emergencies
· Uses cleaning equipment and procedures that reduce water use (such as micro-fiber mops, which use up to 80% less water than traditional mops)
· Uses a linen service provider that is a member of the Laundry Environmental Stewardship Program®.
Additional Dining Services practices in the dining commons include:
· Utilization of waste pulper in all three resident dining facilities that recycles waste water
· Defrosting of meats in refrigerators rather than under running water
· Avoiding use of running water to melt ice
· Washing food in a partially filled sink as opposed to using running water
· Using the correct size pots and pans for boiling water to avoid boiling more water than needed
· Reporting and repairing leaks and dripping taps immediately
· Turning off ice cream scoop wells when not in use, and
· Installing air-cooled vs. open looped water cooled Ice makers.
Utilities has undertaken some key actions. Campus central plants accounts for roughly 14 percent of the total campus-wide domestic water use, and reductions in heating and cooling demands by the campus result in a proportional decrease in water use.
· Installed a reverse osmosis system with the latest boiler expansion project. The higher quality water greatly reduced water use in supplying the boilers.
· Many building projects implemented under the SEP and plant efficiency upgrades, like the condensing economizer, have decreased campus water use.

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

http://sustainability.ucdavis.edu/progress/water/index.html

Rainwater Management

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

The Campus Standards and Design Guide articulates a set of design and construction measures to minimize post-construction stormwater runoff volume and manage construction impacts on stormwater quality. A wide variety of techniques are used: bioswales; detention and retention basins, ponds, and waterway; rain gardens; and some pilot-scale vegetated roofs and porous paving. There are many examples of these practices on the Davis campus. One recent example is at Tercero student housing (dorms), where bioswales were used to create a

pleasing landscape and manage stormwater detention and filtering. The LEED Gold project won design awards in part for its stormwater management measures.

Since the early 1990's the campus has employed various storm water controls to reduce pollutants from discharging into the campus storm water conveyance system.

The campus Storm Water Management Plan (SWMP) includes a number of construction and post-construction controls including permanent structural and non-structural Best Management Practices (BMPs) for storm water runoff to prevent and minimize water quality impacts from new development and significant redevelopment projects. A significant redevelopment project is one where the impervious area after construction is larger than the pre-construction impervious area.

The campus implements long-term post-construction BMPs using design measures and storm water controls to replicate the pre-project runoff water balance (defined as the amount of rainfall that ends up as runoff) for the smallest storm up to the 85th percentile storm event, or the smallest storm event that generates runoff, whichever is larger. Post-construction programs are most effective when they stress (i) low impact development (LID); (ii) source controls; and (iii) treatment controls.

The UC Davis campus continues to evaluate post-construction Best Management Practices (BMPs) requirements to reduce storm water runoff from campus new development and redevelopment projects. These post –construction BMPs are now being incorporated into the design phase process of campus construction projects.

To ensure continued compliance with regulatory agencies, the Office of Environmental Health & Safety routinely tracks new and emerging storm water regulations and incorporates these new requirements into various campus operations.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The campus has a recently updated Stormwater Master Plan. In addition, the campus Long Range Development Plan Environmental Impact Report specifies mitigation measures regarding stormwater management. Finally, the campus has long managed stormwater through a major on-campus detention waterway.

A brief description of any rainwater harvesting employed by the institution:

The Winery, Brewery and Food Science Teaching Laboratory harvests rainwater, as does the just completed Jess Jackson Sustainable Winery Building, which is seeking Living Building Challenge certification.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

The Segundo Services Center and the Student Health and Wellness Center both have roof sections that are vegetated. These are visible from other floors to also provide an educational opportunity.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Porous paving is used in a variety of settings, including under bike parking.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

Bioswales, rain gardens and detention basins are used throughout campus; the Arboretum Waterway, a major detention waterway, supports wildlife, detains most of the campus runoff, and offers a recreation destination; rainwater is harvested at the LEED-Platinum Teaching and Research Winery, Brewery and Food Science Lab. Porous paving is used in a variety of settings, including under bike parking. The campus uses "rain gardens" or vegetated areas that slow and allow percolation of rain water. Examples of these can be found at King Hall School of Law and Valley Hall.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The Arboretum Waterway serves as a nearly 2-mile long retention/detention pond for storm water and run off.

A brief description of any bioswales on campus (vegetated, compost or stone):

The campus has numerous vegetated swales, including a very large swale at the Hopkins Service Center, which allowed the campus to avoid up-sizing the storm drain system.

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

Wastewater Management

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Office of Environmental Stewardship and Sustainability (ESS) develops, leads and coordinates sustainability efforts throughout the UC Davis campus. Staff members create strategies and plans to improve campus operations, work to implement the UC Office of the President's sustainability policy, establish sustainability metrics for UC Davis, and inspire the community to work toward a sustainable future. The office also participates in the planning and design of campus development projects, reviews the environmental impacts of these projects, formulates mitigation measures for potential impacts and oversees an ongoing mitigation monitoring program. The office includes the Waste Reduction and Recycling program, which has a lead role in helping promote, coordinate and report recycling and other waste reduction efforts on campus aimed at reaching the University of California goal of zero waste by 2020.

Examples of major accomplishment of the office in the last three years include:
Completing the campus Drought Response Action Plan
Completing the Waste Reduction and Recycling Plan
Administering $8.5 million in Department of Energy and California Energy Commission grants to pursue the Zero Net Energy Goal for the 200-acre UC Davis West Village neighborhood
Winning the EPA Zero Waste Game Day Challenge competition, ranking 1st in 2010 and 2011 as Waste Diversion Champion, and 2nd in 2012 in that category
Conceptualizing and completing the Renewable Energy Anaerobic Digester project
Launching the Green Workplace program, inclusive of both offices and laboratories

Winning a 2013 UC Energy Efficiency and Sustainability Best Practice Award for Communicating Sustainability: UC Davis Cool School Awareness Program
Producing the Explore Sustainability at UC Davis map, with self-guided tours of sustainability aspects at UC Davis, in both print and online formats
Hosting the 2012 California Higher Education Sustainability Conference on the campus
Winning a $1.5 million Sacramento Area Council of Governments grant for bicycle and pedestrian improvements to a major bus-bike-pedestrian corridor on campus

Does the institution have at least one sustainability committee?:

Yes

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

While the campus does not have an overarching sustainability committee, it has several topically focused committees, including ones that address water action planning, integrated waste management and zero waste planning, the smart lighting initiative, and long-term heating and cooling system energy use reduction planning.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

INTEGRATED WASTE MANAGEMENT AND ZERO WASTE PLANNING
Cary Avery, Grounds and Landscape Services, Staff
Margot Bennett, Textiles & Clothing, Graduate Student*
Gary Dahl, Design and Construction Management, Staff
Ed Dunn, Student Housing, Staff
Sid England, Environmental Stewardship & Sustainability, Staff
Bill Rumley, Custodial Services, Staff
Jennifer Gilbert, City Of Davis Public Works, Community Member
John Hester, Student Housing, Staff
Janice King, Material Management Office, Staff
Michelle La, Waste Reduction & Recycling – Environmental Stewardship And Sustainability, Staff
Lina Layiktez, Conference & Event Services Office, Staff
Ben Thomas, Dining Services, Staff
David Phillips, Utilities, Staff
Samantha Rubanowitz, Campus Center for the Environment, Student*
Breeana Rhombi, Associated Students UC Davis, Student*
Ann Savageau, Design Program, Faculty
* These student members have graduated since the waste plan was completed; new student members are being nominated to the committee, as it begins work on an updated plan

SMART LIGHTING INITIATIVE
Scott Arntzen, Design and Construction Management, Staff
Julianne Nola, Design and Construction Management, Staff
Allen Tollefson, Facilities Services, Staff
Ardie Dehghani, Design and Construction Management, Staff
Ben Finkelor, Energy Efficiency Center, Academic Staff

Christine McUmber, Capital Planning, Staff
Dave Phillips, Utilities Division, Staff
Emily Galindo, Student Affairs, Staff
Keith Graeber, California Lighting Technology Center, Staff
Michael Siminovitch, California Lighting Technology Center, Faculty
Sid England, Environmental Stewardship & Sustainability, Staff
Nancy Gordon, Design and Construction Management, Staff

WATER WORKING GROUP (Drought Response Action Plan; water action planning)
Camille Kirk, Environmental Stewardship & Sustainability, Staff
Ardie Dehghani, Design and Construction Management, Staff
Gary Dahl, Design and Construction Management, Staff
Frank Loge, Civil and Environmental Engineering, Faculty
Cynthia Kranc, Facilities Services, Staff
Jim Bartlett, Facilities Services, Staff
David Phillips, Utilities Division, Staff
Cary Avery, Campus Planning and Community Resources, Staff
Andrew Fulks, Campus Planning and Community Resources, Staff
Robert Segar, Campus Planning and Community Resources, Staff
Lisa Moretti, Environmental Health and Safety, Staff
Jenni Porter, Student Housing, Staff
Michael Sheehan, Student Housing, Staff

WATER USE AND DROUGHT COMMUNICATION WORK GROUP
Camille Kirk, Environmental Stewardship & Sustainability, Staff
Michelle Arnold Dominguez, Facilities Services, Staff
David Phillips, Utilities Division, Staff
Katie Hetrick, Campus Planning and Community Resources, Staff
Andrew Larsen, Campus Planning and Community Resources, Staff
Lisa Moretti, Environmental Health and Safety, Staff
Jenni Porter, Student Housing, Staff
Steffi Brikovich, Student Housing, Staff
Richard Ronquillo, Student Housing, Staff
Christopher Fallon, Student Housing, Staff
Amy Wang, Associated Students UC Davis, Student
Annie Montes, California Student Sustainability Coalition, Student
Katherine Kerlin, Strategic Communications, Staff
Leslie Kemp, Student Affairs, Staff
Jennifer Eting, Campus Recreation and Unions, Staff

HEATING AND COOLING ENERGY PLANNING MANAGEMENT COMMITTEE
Ardie Dehghani, Design and Construction Management, Staff
Allen Tollefson, Facilities Services, Staff
Camille Kirk, Environmental Stewardship & Sustainability, Staff
Cynthia Kranc, Facilities Services, Staff
David Phillips, Utilities Division, Staff
Leslie Carbaha, Capital Planning, Staff
Joshua Morejohn, Facilities Services, Staff
Sid England, Environmental Stewardship & Sustainability, Staff

Val Gheorghita, Design and Construction Management, Staff

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

http://www.sustainability.ucdavis.edu/

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Environmental Stewardship and Sustainability (ESS) was created in 2008, as part of a commitment to making sustainability an integral and strategic aspect of UC Davis' future.

ESS develops, leads and coordinates sustainability efforts throughout the UC Davis campus. Staff members create strategies and plans to improve campus operations, work to implement the UC Office of the President's sustainability policy, establish sustainability metrics for UC Davis, and inspire the community to work toward a sustainable future.

The office also participates in the planning and design of campus development projects, reviews the environmental impacts of these projects, formulates mitigation measures for potential impacts and oversees an ongoing mitigation monitoring program.

The office includes the Waste Reduction and Recycling program, which has a lead role in helping promote, coordinate and report recycling and other waste reduction efforts on campus aimed at reaching the University of California goal of zero waste by 2020.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

10.50

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

http://sustainability.ucdavis.edu/about/index.html

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Sid England, Camille Kirk, Matt Dulcich, Allen Doyle, Michelle La, Carol Shu

A brief description of each sustainability officer position:

Sid England, Vice Chancellor of Environmental Stewardship and Sustainability
Camille Kirk, Assistant Director of Sustainability
Matt Dulcich, Assistant Director of Environmental Planning
Allen Doyle, Sustainability Manager
Michelle La, Waste Reduction and Recycling Program Coordinator
Carol Shu, Sustainability Communications Coordinator

Sid directs the ESS group. Among many leadership efforts, Sid is involved with making UC Davis West Village a zero net energy community, addressing regional water supply and management matters and coordinating campus energy efficiency initiatives. He has also served on the city of Davis' Climate Action Team.

Camille works on projects and plans, such as the Climate Action Plan, which provide vision, direction and support for sustainability efforts. Her key areas of focus are climate protection, including greenhouse gas emissions inventorying; water efficiency and conservation planning; sustainability reporting, metrics tracking and assessment; and sustainability communications.

As the campus environmental planner, Matt analyzes environmental effects of campus actions and projects, ensuring that the California Environmental Quality Act (CEQA) and National Environmental Policy Act (NEPA) are followed. He also works on transportation planning for the campus, including projects such as the recent California Bicycle Museum and the Bike and Transit Network Study.

Allen is the sustainability manager for the campus. His key areas of focus are Green Workplace, a suite of office and laboratory programs to promote energy and water conservation, green chemistry, heating, ventilation and cooling efficiency, biological sample management and waste reduction; green building design and operations; and sustainable food systems.

Michelle is the program coordinator for Waste Reduction and Recycling (formerly known as R4). She leads a student team to implement recycling programs, including achieving zero waste goals at Aggie Stadium, and works with Purchasing and other university units to reduce waste at the source.

Carol works with Camille on sustainability communications, including the campus sustainability website and social media management, and sustainability metrics reporting. She also works on the campus implementation and communication of the University of California Smoke and Tobacco Free policy, which took effect January 1, 2014.

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

http://sustainability.ucdavis.edu/about/index.html

Sustainability Planning

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	---	---
Research (or other scholarship)	Yes	Yes
Campus Engagement	---	---
Public Engagement	---	---
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	Yes	Yes

Other	Yes	Yes

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The Report of the Research Recommendations Implementation Committee articulates numerous goals for research activities at UC Davis, including ones around strengthening interdisciplinary research, and aligning internal research work with major external initiatives on global climate change research.

http://chancellor.ucdavis.edu/initiatives/reports/2014/RRIC.pdf

The measurable objectives, strategies and timeframes included in the Research plan(s):

Of the 372 recommendations arising from five reviews, by the end of fiscal year 2013-2014, 70% of the recommendations had been completed, 19% were underway, 9% were not adopted or an alternate strategy was adopted, and 1% remain to be implemented.

Accountable parties, offices or departments for the Research plan(s):

Primary responsibilities for most of the actions lie with the Office of Research, Provost, and Deans.

A brief description of the plan(s) to advance Campus Engagement around sustainability:

UC Davis is beginning the process of creating a plan for campus and public engagement around campus long range development planning, climate action planning and the UC Carbon Neutrality Initiative. This work is still nascent.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

The timeframe for creating the engagement plan is the 2015-16 academic year. Key objectives are being developed.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Primary responsible parties will be the offices of Environmental Stewardship and Sustainability, Campus Planning and Community Resources, and a Student Advisor to the Chancellor.

A brief description of the plan(s) to advance Public Engagement around sustainability:

UC Davis is beginning the process of creating a plan for campus and public engagement around campus long range development planning, climate action planning and the UC Carbon Neutrality Initiative. This work is still nascent.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The timeframe for creating the engagement plan is the 2015-16 academic year. Key objectives are being developed.

Accountable parties, offices or departments for the Public Engagement plan(s):

Primary responsible parties will be the offices of Environmental Stewardship and Sustainability, Campus Planning and Community Resources, and a Student Advisor to the Chancellor.

A brief description of the plan(s) to advance sustainability in Air and Climate:

UC Davis Climate Action Plan –analyzes campus issues around greenhouse gas emissions reductions, energy use and energy sourcing. It calculates current and past greenhouse gas emissions, establishes emissions reduction goals, characterizes reduction options and establishes a blueprint for future action. (

http://sustainability.ucdavis.edu/local_resources/docs/climate_action_plan.pdf

)

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The UC Davis Climate Action Plan commits the campus to reducing greenhouse gas emissions to 2000 levels by 2014 and to 1990 levels by 2020. These are the same goals and timeframes that are in the University of California Sustainable Practices Policy. The plan identifies a comprehensive set of strategies to achieve these goals including:

Energy conservation and efficient strategies
Building retrofits and recommissioning
User Education
Decommissioning small inefficient buildings
Smart Lighting Initiative
Evaluation of long-term approaches to district heating and cooling systems
Improved space utilization

Increased Renewable Energy Supplies
Purchased Power
On-site photovoltaic generation
On-site waste-to-energy facility

Many of these strategies are being successfully deployed. For example, the UC Davis Renewable Energy Anaerobic Digester began producing power on December 30, 2014. The approximately 16 megawatt campus photovoltaic array is expected to be operation in approximately a year. The Smart Lighting Initiative is currently retrofitting lighting in approximate 50 campus buildings. The next result is that campus greenhouse gas emissions and energy use has decreased for five consecutive years despite continued campus growth.

Accountable parties, offices or departments for the Air and Climate plan(s):

Primary responsibility resides in the Office of the Vice Chancellor and Chief Financial Officer; Facilities, Operations and Administration. Within this office the following groups play key roles: Utilities Division, Facilities Services, Design and Construction Management, Campus Planning and Community Resources, and Environmental Stewardship and Sustainability.

A brief description of the plan(s) to advance sustainability in Buildings:

UC Sustainability Policy: All new building projects, other than acute care facilities, shall be designed, constructed, and commissioned to outperform the CBC energy-efficiency standards by at least 20%. The University will strive to design, construct, and commission buildings that outperform CBC energy efficiency standards by 30% or more, whenever possible within the constraints of program needs and standard budget parameters.

· All new buildings (except acute care facilities) will achieve a USGBC LEED “Silver” certification at a minimum. All new buildings (except acute care facilities)will strive to achieve certification at a USGBC LEED “Gold” rating or higher, whenever possible within the constraints of program needs and standard budget parameters.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Campus implementation of the University of California green building policy is a continual ongoing process and commitment that applies to every new campus building or major renovation project. Following are some of the major planning requirements:

All new building projects, other than acute care facilities, shall be designed, constructed, and commissioned to outperform the CBC energy-efficiency standards by at least 20%. The University will strive to design, construct, and commission buildings that outperform CBC energy efficiency standards by 30% or more, whenever possible within the constraints of program needs and standard budget parameters.

All new buildings (except acute care facilities) will achieve a USGBC LEED “Silver” certification at a minimum. All new buildings (except acute care facilities)will strive to achieve certification at a USGBC LEED “Gold” rating or higher, whenever possible within the constraints of program needs and standard budget parameters.

The University of California will design, construct, and commission new laboratory buildings to achieve a minimum of LEED- “Silver” certification as well as meeting at least the prerequisites of the Laboratories for the 21st Century (Labs21) Environmental Performance Criteria (EPC)2. Laboratory spaces in new buildings also shall meet at least the prerequisites of Labs21 EPC. Design, construction, and commissioning processes shall strive to optimize the energy efficiency of systems not addressed by the CBC energy efficiency standards.

Renovation of buildings that require 100% replacement of mechanical, electrical and plumbing systems and replacement of over 50% of all non-shell areas (interior walls, doors, floor coverings and ceiling systems) shall at achieve the LEED certification described above. Such projects shall outperform CBC Title 24, Part 6, currently in effect, by 20%.

Accountable parties, offices or departments for the Buildings plan(s):

Primary responsibility resides in the Office of the Vice Chancellor and Chief Financial Officer; Facilities, Operations and Administration. Within this office the following groups play a key role: Facilities Services, Design and Construction Management, Capital Planning, and Environmental Stewardship and Sustainability Management. Within Student Affairs, Student House has lead responsibility.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The University of California Sustainable Practices Policy foundational guiding document for all sustainability practices at UC campuses (

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

). It is one of the most comprehensive and far-reaching institutional sustainability commitments in the nation. It identifies goals, sets metrics and timeframes, and establishes procedures in nines areas of sustainable practices: green building, clean energy, transportation, climate protection, sustainable operations, waste reduction and recycling, environmentally preferable purchasing, sustainable food service and sustainable water systems.

For many topics, the UC Sustainability Policy serves as the planning document for pursuing sustainability goals. For sustainable food service, the goal is to achieve 20% sustainable food purchases.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Annual progress reports have documented that his initial goal has been achieved. A revised implementation plan to be developed in the next 12-18 months will adopt new goals.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Services

A brief description of the plan(s) to advance sustainability in Energy:

Conservation efforts at UC Davis include a wide palette of strategies, including facility retrofits, equipment exchanges and efficient new designs. Campaigns to help individuals conserve energy in offices and classrooms have also yielded considerable energy savings and we are continuing to develop upon these programs.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The University of California Sustainable Practices Policy established the goal of provided up to 10 megawatts of on-site renewable power by 2014. This goal was a combined effort across all 10 UC campuses. UC Davis implementation of the is planning goal includes the following: UC Davis Biodigester – approximately 0.9 megawatts; West Village Photovoltaics – 4 megawatts; and installed campus

photovoltaics – approximately 0.8 megawatts. In addition, the UC Davis Large Solar Array which will be approximately 16 megawatts is expected to begin production in 2015.

Accountable parties, offices or departments for the Energy plan(s):

Primary responsibility resides in the Office of the Vice Chancellor and Chief Financial Officer; Facilities, Operations and Administration: Utilities Division, Facilities Services, Design and Construction Management, Campus Planning and Community Resources, and Environmental Stewardship and Sustainability.

A brief description of the plan(s) to advance sustainability in Grounds:

UC Davis plan to redefine the campus landscape establishes the long-term goal of reducing campus inputs to the landscape. As a result of a campuswide landscape analysis, several categories of projects were developed. The first category is a change in turf edge or turf to decomposed granite. This category reduces the frequency of maintenance by converting intensive maintenance laws and their edges. The second category involves replacement of shrubs and groundcovers that grow larger than their planting area. This will reduce or remove frequency of pruning. The third category is removal and replacement of lawn areas with an alternative landscaping. This would reduce frequency of maintenance, equipment costs, and water use.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Initial changes in maintenance and conversion projects will be in areas ranked ‘Low’ within the management analysis. This will allow for fine-tuning of new management, redirection of cost savings into management areas ranked ‘High’, and to educate the Campus community regarding the change in management and landscape types. Three initial conversion projects were identified and have been implemented to test the concepts.

Accountable parties, offices or departments for the Grounds plan(s):

Primary responsibility resides in the Office of the Vice Chancellor and Chief Financial Officer; Facilities, Operations and Administration. Within this office the following groups play key roles: Utilities Division, Facilities Services, Design and Construction Management, Campus Planning and Community Resources, and Environmental Stewardship and Sustainability.

A brief description of the plan(s) to advance sustainability in Purchasing:

UC Davis benefits from University of California system-wide strategic sourcing contracts that include sustainable features as part of the contract review. Computers purchased across campus are all E-PEAT-certified, furniture comes from sustainable sources, and campus policy requires copier paper to be at least 30% recycled content. UC Davis staff were involved in developing the sustainability criteria and review for system-wide contracts. Currently, the University of California is collaborating across campuses to strengthen sustainability requirements in strategic sourcing and purchasing contracts. UC Davis’ sustainability manager is the system-wide liaison to develop standards for “consistent and repeatable” sustainable procurement practices in contracts, regional procurement, and departmental purchasing. As this work matures, more details will be available.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

• UC Davis has already met the 2020 goal of purchasing 20% of food from sustainable sources as defined by UCOP sources. This includes residential dining, retail and catered foods on the Davis campus.
• UC Davis Reprographics purchases and leases hundreds of Canon printers and copiers that are Energy Star Rated
• Campus-wide purchasing of custodial supplies meets double the LEED for Existing Buildings criteria and have earned double credits with LEED certifications
• Campus-wide purchases of fluorescent lamps meet minimum mercury levels for the LEED for Existing Buildings criteria
• Local hotel rating for sustainable features to recommend to UC Davis guests
• Major events are required to purchase compostable wares for food service

Advancement of manufacturing at the national level:
• Developing green certification standards for computer servers at the national level for EPEAT
• Developing green certification standards for laboratory freezers at the national level for Energy Star
• Laboratory supplies and packaging reduction negotiations
• Working with manufacturers and laboratory equipment manufacturers on sustainable design of laboratory equipment
• Testing of Laboratory equipment for energy efficiency and sharing on website

The standards development work is planned for completion by summer 2015.

Accountable parties, offices or departments for the Purchasing plan(s):

Purchasing officers at University of California, Office of the President
Purchasing and sustainability officers at UC San Diego and UC Davis

A brief description of the plan(s) to advance sustainability in Transportation:

Plans include developing a more robust bike sharing program and further grow the goClub.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The UC Davis 2003 LRDP established a transportation objective “to actively promote and enable alternatives to solo commuting in an automobile” and the 2003 LRDP Environmental Impact Report (EIR) implements the objective through LRDP EIR Mitigation Measure 4.14-1(a) requiring the campus to “actively pursue Transportation Demand Management strategies to reduce vehicle-trips to and from campus.

Since adoption of Mitigation Measure 4.14-1(a), the campus has taken the following steps to track mode share and implement new transportation programs:

Annual Campus Travel Survey: The UC Davis Campus Travel Survey has been conducted annually since 2007. The survey provides statistically valid data on travel usage, complaints, and desires for students and employees.

Bicycle Enforcement and Education Program (BEEP): The BEEP program provides a training opportunity for campus bike users and creates a follow-up enforcement program to link police enforcement with improved road safety education for cyclists.

Go Bike Program: The Go Bike program provides incentives to campus users to commit to transit or bike use. Participants receive incentives and then are not permitted to purchase campus parking permits.

Bicycle Safety Video: The 2012 bike safety video provides substantial bike safety and encouragement for cyclists to learn about cycling.

Car Sharing: The campus has implemented two car sharing systems to provide convenient hourly car usage to campus users. This effort enables users to avoid personal auto ownership or usage in many cases.

Transit Service Expansion: The campus bus system has expanded routes and services terminals in order to make transit usage more attractive to students and employees.

West Village Residential Development: The West Village development provided increased on-campus housing for students and employees. Residents at West Village predominantly bike or bus to campus and are not allowed to purchase campus parking permits.

2008 Bicycle-Transit Network Study (BTNS): The BTNS plan established priorities for bike and transit network improvements with specific plans to improve sidewalks, bike paths, bike routes, and intersections.

Transportation survey results have shown improvements to bike, pedestrian, and transit mode share since adoption of the 2003 LRDP. In addition, parking utilization and roadway trips have decreased since adoption of the 2003 LRDP.

Accountable parties, offices or departments for the Transportation plan(s):

Primary responsibility resides in the Office of the Vice Chancellor and Chief Financial Officer; Facilities, Operations and Administration. Within this office the following groups play key roles: Campus Planning and Community Resources including Transportation and Parking Services, and Environmental Stewardship and Sustainability. In addition, the student-run Unitrans bus system is the public transit system for the campus, the City of Davis, and the Davis Joint Unified School District.

A brief description of the plan(s) to advance sustainability in Waste:

The objectives as 2020 approaches is to reduce the amount of municipal solid waste (MSW) landfilled and to increase the amount of MSW diverted via reuse, recycling or composting. Some strategies include the expansion of current programs, such as the Mini-bin Office Recycling Program and Multi-bin Recycling program, and the implementation of new programs, like an organics collection route. Other programs, targeting specific kinds of waste are also to be evaluated and implemented, such as move-out programs for apartment complexes/homes on campus, and additional programs to collect electronic waste or household hazardous wastes.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

The UC Davis Waste Diversion Plan evaluates current waste diversion programs on the UC Davis campus and provides guidance and recommendations for future waste diversion projects. As stated in the UC System-wide Sustainability Policy, UC is dedicated to the goal of zero waste by 2020. The plan provides a timeline of waste diversion programs to be implemented and who the responsible parties are during the implementation process. The goal of the plan is to provide recommendations for the campus to reach the zero waste goal by 2020. The success of the projects proposed in the plan will be measured primarily in two ways: (1) campus waste diversion rate, percentage of total waste diverted from being landfilled and (2) per capita waste generation based on campus weighted campus user.

Accountable parties, offices or departments for the Waste plan(s):

Primary responsibility resides in the Office of the Vice Chancellor and Chief Financial Officer; Facilities, Operations and Administration. Within this office the following groups play key roles: Utilities Division (Waste Collection and Removal), Facilities Services (Custodial), Design and Construction Management (Construction Waste Management), Campus Planning and Community Resources (Outdoor Waste Collection), and Environmental Stewardship and Sustainability (Waste Reduction and Recycling).

A brief description of the plan(s) to advance sustainability in Water:

Drought Response Action Plan - looks at campus water use over the past 40 years and investigates a set of actions that can be taken during the drought emergency to strive for a 20 percent water savings from calendar year 2013. The actions cover operations, dining services, landscape management, research and agricultural water use, construction, renovations, and more. (

http://sustainability.ucdavis.edu/local_resources/docs/drought_response_action_plan_april_2014.

pdf

)

The measurable objectives, strategies and timeframes included in the Water plan(s):

The UC Davis Drought Response Action Plan briefly describes water systems and historic water use at the Davis campus, summarizes ongoing water management practices that have kept campus water use nearly constant since the 1970s, and describes the Davis campus response to the current California drought. The goal of the plan is to propose a set of quickly implementable actions to strive for a 20% reduction in water use (from 2013) during the drought state of emergency. A number of the actions are expected to be maintained only through the drought to achieve short-term water savings; others are expected to be maintained long-term and achieve enduring water savings. The actions cover Operations, Dining Services, Landscape Management, Research and Agricultural Water Use, Communication/Behavior Education/Outreach, Utilities Infrastructure, and New Construction and Renovations. The plan responds to the the UC Policy on Sustainable Practices Sustainable Water Systems section's two primary water-related goals, which require that: (1) each campus strive to reduce potable water consumption, adjusted for population growth, by 20% by 2020, against a campus-selected baseline; UC Davis has already exceeded this goal, as campus water use has remained relatively flat during recent campus growth. And, (2) each campus is to develop and maintain a Water Action Plan that identifies long term strategies for achieving sustainable water systems. The drought response action plan serves as the current Davis campus water action plan, and articulates water savings measures.

Accountable parties, offices or departments for the Water plan(s):

Primary responsibility resides in the Office of the Vice Chancellor and Chief Financial Officer; Facilities, Operations and Administration. Within this office the following groups play key roles: Utilities Division, Facilities Services, Design and Construction Management, Campus Planning and Community Resources, and Environmental Stewardship and Sustainability. Student Housing, Dining Services, and teaching and research units also have key roles.

A brief description of the plan(s) to advance Diversity and Affordability:

There are a number of plans and efforts to advance diversity and affordability at UC Davis and in the University of California. One example at UC Davis is the UC Davis ADVANCE Institutional Transformation to Build and Sustain a Diverse Community of Innovative STEM Scholars. Institutional transformation that diversifies STEM faculties at UC Davis will have a significant, nationwide impact on these disciplines and the researchers who practice them. The UC Davis-ADVANCE program is rooted in the premise that a multiplicity of perspectives derived from both gender and cultural diversity can increase STEM research innovation by seizing the advantages that a heterogeneous group of talented individuals can bring to problem-definition and problem-solving. Read more at:

http://ucd-advance.ucdavis.edu/post/expanding-underrepresented-minority-participation

In addition, the One UC Davis HR Community Strategic Transformation Plan specifically articulates a Center of Excellence around Diversity & Inclusion, with goals of:
> Align overarching vision for Diversity & Inclusion with UC Davis partners
> Ensure all Human Resources programs are aligned with UC Davis diversity and inclusion goals
> Serve as a UC Davis expert and advisor on diversity and inclusion
> Conduct a comprehensive analysis and assessment of current diversity and inclusion practices and policies
> Facilitate new partnerships across UC Davis and other industries to identify best practices
Plan:

http://chancellor.ucdavis.edu/initiatives/reports/2014/OneHRCommunity.pdf

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Our program capitalizes on the growing pool of culturally diverse STEM professors and doctoral degree recipients, whose experiences and perspectives enhance our ability to solve complex problems that cross disciplinary boundaries. To this end, the UC Davis ADVANCE program has a four-pronged approach to increase the participation and advancement of women in academic science and engineering careers:

> Build a vibrant, welcoming and diverse STEM research community through establishment of the “Center for Advancing Multi-cultural Perspectives on Science” (CAMPOS)
> Establish an institution-wide, inclusive STEM climate that values diversity
> Promote equitable career advancement among STEM faculty
> Understand barriers and catalysts for Latinas in STEM

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

The ADVANCE Leadership Team provides leadership and oversight for the entire ADVANCE program. The team is led by Chancellor Linda P. B. Katehi, Professor of Electrical and Computer Engineering and Gender Studies. Programmatic direction and key decisions are made in consultation with Faculty Director Karen McDonald (Co-PI), and Vice Provost of Academic Affairs Maureen Stanton (Co-PI) who is chair of the UC Davis ADVANCE Steering Committee.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Among a variety of activities and efforts across campus, one of the newest is the Wellness Ambassadors Program. The campus Wellness Committee has undertaken planning activities to develop the program, which is designed to involve the campus community in worklife balance and wellness activities through peer-to-peer education and leadership. See:

http://worklife-wellness.ucdavis.edu/wellness/wellness%20ambassador.html

The One UC Davis HR Community Strategic Transformation Plan provides an overarching guide for Human Resources at UC Davis, and the plan is available at

http://chancellor.ucdavis.edu/initiatives/reports/2014/OneHRCommunity.pdf

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The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

The Wellness Ambassador program is in a pilot phase, with two offices deploying it and providing feedback prior to moving to wider implementation.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Primary responsibility resides in the Office of the Vice Chancellor and Chief Financial Officer; Facilities, Operations and Administration. Within this office the following groups play key roles: Human Resources and Safety Services. Environmental Stewardship and Sustainability, Dining Services - Nutrition, Intercollegiate Athletics, Campus Recreation, Staff Assembly and Student Health also have roles.

A brief description of the plan(s) to advance sustainability in Investment:

In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. The UC Regents Committee on Investments will serve in the role of overseeing the implementation of these sustainable investment policies and programs.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Actions identified to implement UC's Sustainable Investment program include:
- Allocate $1 billion over five years for direct investment in climate change solutions
- Adhere to the United nations-supported Principles for Responsible Investment (PRI), the largest University and the first public American University to do so.
- Established a framework for sustainable investment to integrate environmental, social, and governance (ESG) factors as a core component of portfolio management.

Accountable parties, offices or departments for the Investment plan(s):

The Committee has multi-stakeholder representation including faculty, staff, student, and alumni members.

Yolanda Gorman – Alumni Designate
Abraham Oved – Student Designate
Dan Hare – Faculty Representative
Deidre Acker – Staff Advisor
Donna Coyne – Staff Advisor
William de la Pena MD – Regent
George Keiffer – Regent
Monica Lozano - Regent
Hadi Makarechian - Regent
Norman Patiz - Regent
Sadia Saiffuddin - Regent
Richard Sherman - Regent
Paul Wachter - Regent
Charlene Zettel – Regent

A brief description of the plan(s) to advance sustainability in other areas:

UC Davis Redefining the Campus Landscape: A Sustainable Approach - builds on the UC Davis Physical Design Framework planning effort and has the objective of reducing water, energy, labor inputs into the landscape, while increasing the aesthetic, sustainability, and ecosystem services of Campus lands. (

http://publicgarden.ucdavis.edu/pilot-projects/the-uc-davis-public-garden-redefining-the-campus

-landscape

)
· UC Davis 2012 Waste Diversion Plan – examines current waste management actions and identifies actions improve waste reduction and recycling plans to achieve the systemwide goal of Zero Waste t

The measurable objectives, strategies and timeframes included in the other plan(s):

UC Davis Physical Design Framework - describes a vision for creating a physical environment at UC Davis that supports the academic mission, enhances personal and environmental health, and brings meaning and enjoyment to all who participate in the campus community. One of the three guiding principles of the plan is to create sustainable places that preserve health and well-being, use resources wisely, and assist people in future generations in their work to achieve the first two principles. The quest for sustainability values people of the campus community and people in our regional and world community impacted by the choices we make. This view also values the generations to come and creates a stewardship responsibility. Stewardship challenges us to look for ways to satisfy current needs without limiting future generations or transferring negative impacts to others. (

http://dcm.ucdavis.edu/docs/dp/physical-design-framework-letter-sized.pdf

)
· Long Range Development Plan and Environmental Impact Report - A Long Range Development Plan (LRDP) is a comprehensive policy and land use plan that guides the growth of a campus. (

http://www.sustainability.ucdavis.edu/progress/commitment/planning/index.html

) The LRDP in the University of California system identifies the physical development needed to achieve the academic needs and goals of the campus while demonstrating responsible conservation of limited resources. The LRDP identifies specific resource objectives for historic resources, water resources, campus habitats and special status species, agricultural resources, circulation systems, and open space systems. The accompanying Environmental Impact Report (EIR) includes specific mitigation measures to reduce the impacts of future development. (

http://www.sustainability.ucdavis.edu/progress/commitment/planning/index.html

)

Accountable parties, offices or departments for the other plan(s):

Office of Environmental Stewardship and Sustainability, Campus Planning and Community Resources

The institution's definition of sustainability:

As a campus, UC Davis defines sustainability as encompassing four 'E's: environment, economics, equity and education, and being about people, collaboration and community. As the UC Davis Blueprint for a Green Future stated, "Sustainable practices support ecological, human, social and economic vitality for both our campus and the global community. Sustainable actions meet present needs while enhancing the environment and the ability of future generations to thrive."

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability is a core part of the UC Davis Vision of Excellence, the campus strategic plan, as one of six goals.
UC Davis, A Vision of Excellence: (

http://vision.ucdavis.edu/

)

In December 2014, the Chancellor of UC Davis launched a planning initiative, The University of the 21st Century. From the Chancellor's committee charge letter: "The committee's new title is "Creating the University of the 21st Century," and its expanded purview includes an effort to help us define this University in a way that reflects our aspirations and dreams. The committee's inquiry should include but not be limited to questions such as: how should we identify possible new areas of focus to address the most pressing challenges faced by our nation and the world in the 21st Century; how to best organize the university in a way that more directly focuses our attention on achieving our mission; how to better prepare our students so that they leave our campus well-equipped to excel in a rapidly changing workforce and in careers that might not currently exist; and ways in which to better integrate our various physical locations into a more cohesive whole and how to better expand our physical and intellectual spaces to make UC Davis an intellectual, educational and economic powerhouse that is driven by its values of academic freedom, freedom of expression and speech as well as its adherence to social justice." More about University of the 21st Century can be found at:

http://chancellor.ucdavis.edu/initiatives/21st_Century/index.html

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

http://sustainability.ucdavis.edu/local_resources/docs/blueprint_for_green_future_pdf

Governance

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Academic Advisory Committee system is one of the mechanisms by which campus-wide participation in the decision-making process is promoted. The administrative advisory committees are established or disestablished according to the needs of the Chancellor and the administrators to whom the committees report. There are two types of committees in the system:

-Committees advising on policies affecting campus life and operations.
-Committees mandated by established University policies or Federal or State regulations.

Committees Advising on Policies Affecting Campus Life and Operations:

Arts and Lectures
Campus Judical Board
Campus Unions and Recreation Board
Child Care
Course Materials and Services Fee
Disability Issues
Media Board
Regents Scholarship
Staff Diversity
Status of Women At Davis
Student Services and Fees
Transportation and Parking Services

UC Davis Fire Department Advisory Committee

The Student Assistants to the Chancellor bridge the gap between students and the University administration. They interact with students and administrators in order to help make UC Davis an open environment for all students. They assist students with problems and concerns, and also advise the administration on student life and issues. In an effort to build bridges, they organize discussions between administrators and students, and we also collaborate and co-sponsor programs throughout the year.

In addition, students also can participate on the Chancellor's Undergraduate Advisory Board. The purpose of the Chancellor's Undergraduate Advisory Board is to advise the administration on major initiatives that impact the academic student experience on a variety of topics, which include but are not limited to student enrollment, research and creative activity, diversity, international experiences, academic advising, and other aspects of undergraduate student life.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

All UC Davis undergraduate representatives on UCD Administrative Advisory Committees shall be appointed from a pool of applicants forwarded by the ASUCD President in consultation with the ASUCD Campus Affairs Office. All undergraduate student members on all UC Davis Administrative Advisory Committees who seek reappointment shall be subject to the regular application process, unless initial appointments are for more than one year. Should a seat become empty prior to the end of an undergraduate representative's term a replacement shall be recommended by the ASUCD President to the administrator to whom the committee reports.

The selection process for the Student Assistants to the Chancellor position includes many students including past Student Assistants to the Chancellor, the Vice Chancellor of Student Affairs Chief of Staff and the Graduate Student Assistant to the Dean of Graduate Students and the Chancellor.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes

Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

On the any of the 13 Administrative Advisory Committees, students have a chance to advise administrative departments and work groups on general policy and procedural matters in a given area. Responsibilities include capital improvements on campus, allocation of student funds, recommending diversity education programs for staff, and formulation of policies and procedures related to the overall campus transportation program.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

The Academic Advisory Committee system is one of the mechanisms by which campus-wide participation in the decision-making process is promoted. The administrative advisory committees are established or disestablished according to the needs of the Chancellor and the administrators to whom the committees report. There are two types of committees in the system:

-Committees advising on policies affecting campus life and operations.
-Committees mandated by established University policies or Federal or State regulations.

Committees Advising on Policies Affecting Campus Life and Operations:

Arts and Lectures
Campus Judical Board
Campus Unions and Recreation Board
Child Care
Course Materials and Services Fee
Disability Issues
Media Board
Regents Scholarship
Staff Diversity
Status of Women At Davis
Student Services and Fees
Transportation and Parking Services
UC Davis Fire Department Advisory Committee

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The selection of faculty, Academic Federation members, staff, and students for membership on the various administrative advisory committees is the responsibility of the administrator to whom the committee reports. Appointments should be completed by April of each year so committee membership can be confirmed before the end of Spring Quarter. The annual selection process provides for:

-Self-identification through individual applications.

-Recommendation of student members by ASUCD and GSA. (Refer to the Memorandum of Understanding, and its amendment, between ASUCD and the Chancellor.)

-Nominations by deans, directors, department chairs, and officers of constituent organizations.

-Identification, through additional efforts beyond the application process, of persons for membership by the administrators to whom the committees report and by ASUCD and GSA.

-An opportunity for both the experienced and inexperienced individual to serve.

-Appointment to a specific committee for not more than three years, with a preference for not more than two years. The initial appointment is generally for one year, with reappointment on a year-to-year basis.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

On the any of the 13 Administrative Advisory Committees, staff have a chance to advise administrative departments and work groups on general policy and procedural matters in a given area. Responsibilities include capital improvements on campus, allocation of student funds, recommending diversity education programs for staff, and formulation of policies and procedures related to the overall campus transportation program.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Davis Division of the Academic Senate is the mechanism through which UC Davis faculty share the responsibility of governing the University alongside the Administration. Senate authority is delegated by the University's governing body, the Board of the Regents.

The Davis Division of the Academic Senate is the mechanism through which UC Davis faculty share the responsibility of governing the University alongside the Administration. The Academic Senate is comprised of Standing Senate Committees of which the Graduate Council is one.

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Davis Division Representative Assembly meetings are held four times each year. All faculty and Davis community members are invited to attend. However, only elected representatives may vote on action items. The representatives are elected by their perspective department and are required to serve for a term of two years.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes

Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Included in the Graduate Council's purview are:

The making of reports and recommendations on graduate education to the Davis Division of the Academic Senate and the UC Systemwide Coordinating Committee on Graduate Affairs (e.g., concerning new graduate programs and/or degrees);
The periodic quality review of all graduate programs;
The setting of policies and standards concerning graduate students' progress toward their degrees (from the admission of qualified applicants, the advancement to candidacy of qualified students, the appointment of student committees, the conduct of examinations for degrees, to the rules on the form of the dissertation, and the conferring of degrees);
The limiting of employed students' study lists and the overseeing of part-time degree status;
The setting of standards for appointment of students to be Teaching or Graduate Student Researchers, to other student employment titles as well as for the appointment of postdoctoral scholars;
The recommending of the award of fellowships; and
The advising of campus officers concerning relations with educational and research foundations and any matters pertaining to graduate work.

The website URL where information about the institution’s governance structure is available:

http://academicsenate.ucdavis.edu/about/index.html

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

Submission Note:

UC Davis Student Housing maintains a Diversity Calendar that lists holidays and celebrations that are associated with many different religions and cultures and are celebrated by the diverse UC Davis student body. Events included in the Diversity Calendar are divided into 14 categories plus a 15th category for UC Davis dates. Categories include Awareness, Cultural, Spiritual, and Peace. (URLs:
http://www.housing.ucdavis.edu/diversitycalendar/
and
http://www.housing.ucdavis.edu/diversitycalendar/about.asp
)

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The mission of the The Office of Campus Community Relations (OCCR) is to ensure the attention to those components of the campus community that affect community, campus climate, diversity and inclusiveness.

OCCR provides leadership in diversity education training, affirmative action, equity initiatives and campus community relations.

OCCR serves the campus and general community by working in collaboration with a broad, diverse cross section of the campus community to develop a strategic plan to guide the university in the development and assessment of policy, programs, initiatives and outreach efforts to increase diversity, improve campus climate and promote inclusiveness.

OCCR is also home to the Black Leadership Ambassadors for Culture and Knowledge (B.L.A.C.K.) mentorship program. The goals for the program are to provide Black male students with the knowledge, skills and abilities they need to successfully adjust and transition to campus life at UC Davis.

The Campus Council on Community and Diversity is an advisory body to the Chancellor and the Provost and Executive Vice Chancellor. The overarching responsibility for the Council is to provide both campus leaders and the campus community with advice concerning ways to strengthen and maintain the bonds of community at UC Davis. In particular, the charge includes providing advice on:

- Actions required to ensure that our students, faculty, staff and administration better reflect the richness of California's ethnic and cultural diversity.

- Strategies to ensure that the environment of UC Davis is welcoming and inclusive of the cultural differences and knowledge bases of all Californians and, indeed, of all people of the world.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://occr.ucdavis.edu/index.html

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes

Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The mission of the Diversity Education Program is to provide various educational opportunities for students, staff and faculty related to cultural awareness, the UC Davis Principles of Community, and the development of a safe, respectful and inclusive campus environment. More specifically, the following services are provided through the Diversity Education Program:
- Training workshops, presentations, courses and other educational activities that enhances further understanding of the multicultural nature of our campus community.
- Consultation to administration, faculty, staff and students on federal and state laws and regulations as well as about university policies and procedures regarding diversity, affirmative action and equal employment opportunity, hate crimes, and other matters related to fostering a respectful campus climate.
- Referrals to appropriate service departments for university and community members with concerns and/or complaints.

The program has three main components - Training Workshops, an Education Series, and a Trainers Institute.
Workshops can be customized with facilitated discussions for campus units/departments and other groups. The purpose of these workshops is to increase awareness and sensitivity about the differences each individual brings to the campus. Each session will have a focus of engaging participants in a dialogue about how to create a more inclusive environment and build the skills necessary for working successfully with diverse co-workers, faculty and students. Discussing some of these topics can be uncomfortable, and in recognition of this, skilled facilitators promote an atmosphere of respect and safety.
The Education Series includes an Understanding Diversity Certificate Series and a Cross-Cultural Competency Certificate Series. These are taught through Staff Development and Professional Services. There is also an online diversity course, Living Principles of Community, which incorporates technology to enrich training opportunities. The course covers a broad range of diversity topics, including information on legal issues, policy implementation, current employment practices, state and federal laws, and behavior expectations.
The Diversity Trainers Institute is a group of UC Davis staff members who develop training modules/course curricula and serve as diversity trainers/educators for the campus, while serving as instructors of the various diversity-related courses offered through the UC Davis Staff Development and Professional Services. Members of the Diversity Trainers Institute serve on a voluntary basis.

The website URL where information about the cultural competence trainings is available:

http://occr.ucdavis.edu/diversity/index.html

Assessing Diversity and Equity

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

Submission Note:

UCUES survey URL:
http://ucues.ucdavis.edu/
&
http://studentsurvey.universityofcalifornia.edu/

COACHE suvey URL:
http://academicaffairs.ucdavis.edu/tools/faculty_satisfaction_survey_reports/index.html

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The University of California (UC) is dedicated to fostering a caring university community that provides leadership for constructive participation in a diverse, multicultural world. The University has a long history of supporting initiatives that foster an inclusive living,

learning, and working environment. A common recommendation offered by these initiatives was the need for a comprehensive tool that would provide campus climate metrics for students, faculty, staff, post-doctoral scholars, and trainees across the system.

To that end, the University contracted with Rankin & Associates, Consulting (R&A) to conduct a system-wide “Campus Climate” survey. The purpose of the survey was to gather a wide variety of data related to institutional climate, inclusion, and work-life issues so that the University is better informed about the living and working environments for students, faculty, staff, post-doctoral scholars, and trainees at the ten UC campuses as well as the Office of the President, the Lawrence Berkeley National Laboratory, and the Division of Agriculture and Natural Resources. Based on the findings, each UC campus and the three locations will develop action plans and strategic initiatives to improve the overall campus climate.

UC Davis offered the survey in English and Spanish from January 31, 2013 through March 15, 2013 through a secure on-line portal. 77% of all respondents of all respondents were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting while 10% were “uncomfortable” or “very uncomfortable.” About four-fifths of the respondents thought UC Davis demonstrated that it values a diverse faculty and staff.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The Campus Climate Survey included questions about student diversity and educational equity.

In addition, for the last ten years and most recently in 2014, UC Davis has participated in the University of California Undergraduate Experience Survey (UCUES), a UC-wide census of all undergraduates at the nine general campuses. The survey includes a number of items that addressed dimensions of diversity and cultural compentency. Students are asked to rate their level of understanding of issues related to personal or cultural differences, for example their ability to work with people from other cultures and their comfort working with people from other cultures, both when they started at the campus and currently (at the time of the survey).

The survey includes questions about how diversity has impacted their student development. For example, students are asked "How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways," including "Their sexual orientation was different," "They were an immigrant or from an immigrant family," and "They were from a different social class." Students are also asked to rate how often they have heard faculty, instructors, staff, and administrators expressing negative or stereotypical views about races, genders, sexual orientations, social classes, religions, political affiliations, immigrant backgrounds, physical or other observable disabilities, and learning, psychological or other disabilities that are not readily apparent.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The Campus Climate Survey included questions focused on employee diversity and employment equity, for example questions about hiring practices and efforts to diversity the recruiting pool.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

Academic Affairs administered the Collaborative on Academic Careers in Higher Education (COACHE) Survey in the fall of 2012 to evaluate the campus climate, work-life balance, and other potential barriers to diversity among STEM faculty at UC Davis. The COACHE Survey was administered through the Harvard Graduate School of Education with the intention to "measure the tenure-stream faculty population's levels of engagement in the teaching, research, and service enterprise at their institutions, and to determine how supported and satisfied they are with the terms and conditions of their employment." Among other topics the survey looked at campus and college-level leadership and governance.

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

http://occr.ucdavis.edu/campus_climate_survey/index.html

Support for Underrepresented Groups

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

An inventory of gender neutral bathrooms on campus is available through the LGBTQIA Resources Center (lgbcenter.ucdavis.edu/resources/gnr/gender-neutral-restrooms/resources/gnr/campus-locations)

UC Davis Student Housing works with students on a case-by-case basis to meet the needs of all students, including those that are transgender and transitioning. Many of the residence halls have gender inclusive bathrooms, there is a Rainbow Community, and professional staff members are available to work with students to find a living arrangement that meets their needs. (housing.ucdavis.edu/education/communities/)

Additional URLs:
Office of Campus Community Relations: occr.ucdavis.edu/diversity/
Cross Cultural Center:
ccc.ucdavis.edu

Center for Leadership Learning: cll.ucdavis.edu/workshops/by_topic.html#DV
UC Davis ADVANCE:
ucd-advance.ucdavis.edu

Student Academic Success Center: success.ucdavis.edu/programs/index.html
Student Recruitment & Retention Center: srrc.ucdavis.edu/index.html
AB540 and Undocumented Student Center:
undocumented.ucdavis.edu

UC Davis Preferred Names Program:
http://registrar.ucdavis.edu/records/preferred-name.cfm

Guardian Professions Program:
http://gradstudies.ucdavis.edu/prospective-students/guardian-professions-program

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Cross Cultural Center is charged with retention of underrepresented students. The center fosters understanding of and appreciation for the cultures, traditions and histories reflected in the campus community, as well as social justice. The CCC sponsors multicultural arts and educational programs, symposia, workshops, seminars, lectures, exhibits and performances. Additionally, the department develops and fund opportunities for undergraduates and graduates to enhance their leadership potential. The CCC serves as a community center for the students, faculty and staff at UC Davis. The CCC provides a safe space for community members to explore themselves as well as learn about ethnicity/race and culture.

The Cross Cultural Center collaborates with other campus departments such as the Lesbian Gay Bisexual Transgender Resource Center, the Student Recruitment and Retention Center, the Women's Research and Resource Center, Educational Outreach Program (EOP), AB540 and Undocumented Student Center, and Counseling & Psychological Services (CAPS). The CCC has its own community counselor housed at the CCC who is a part of the Community Advising Network (CAN).

UC Davis' Office of Campus Community Relations has a Diversity Education Program, which includes a Diversity Trainers Institute and provides the following services:
- Training workshops, presentations, courses and other educational activities that enhances further understanding of the multicultural nature of our campus community.
- Consultation to administration, faculty, staff and students on federal and state laws and regulations as well as about university policies and procedures regarding diversity, affirmative action and equal employment opportunity, hate crimes, and other matters related to fostering a respectful campus climate.
- Referrals to appropriate service departments for university and community members with concerns and/or complaints.

The Office of Campus Community Relations also has a "Living the Principles of Community" online course which covers topics of discrimination, sexual harassment, affirmative action and diversity along with the University's policies governing these issues. Through realistically subtle and complex scenarios, learners discover that there is more than one "right" way of preventing, managing and resolving conflicts related to these topics. The course informs and equips participants with essential knowledge and skills, ultimately resulting in fewer such conflicts, improved morale, decreased institutional liability, and a more respectful and inclusive campus environment.

UC Davis Student Housing has living-learning communities focused on different underrepresented groups, including an African American/African community, Asian Pacific American community, Chicano-Latino community, Native American community, and Rainbow (LGBT) community. All of these communities provide a safe and supportive living environment for residents and help connect them to campus resources. Some of the communities have additional student staff (Cultural Programmers) that provide programming on the community's theme and some also offer a seminar that can be taken for academic credit based on the theme.

During Summer Orientation Student Housing partners with EOP to provide sessions for underrepresented students. Student Housing also provides materials in multiple languages and makes translation services available for students' families. Free housing is provided to Guardian Scholars (students involved in the foster care system) when the residence halls are closed during the winter break.

Student Housing partners with a variety of campus departments, including the Cross Cultural Center and LGBTRC, to provide programming in the residence halls and help create communities that are inclusive of traditionally underrepresented groups.

The Center for Leadership Learning provides regular workshops on leadership and professional development topics, including diversity. Workshops are facilitated by student interns, professional consultants, and staff from other campus departments, such as the LGBTQIA Resource Center. One workshop example is "Who's Got Your Back?: Finding Connection and Community." This workshop is focused on how students build relationships in the context of their own identities and the UC Davis environment. Students looked closely at the process of building community for themselves, as building social support is a good way to navigate difficult times.

UC Davis ADVANCE, which promotes women in academic STEM fields, is funded by an Institutional Transformation grant that began in September of 2012. The program is supported by the National Science Foundation's ADVANCE Program which aims to increase the participation and advancement of women in academic science and engineering careers. Advancing STEM (Science, Technology, Engineering and Math) is a priority nationally, for the State of California, and at UC Davis. Research has shown that adverse educational and workplace climate, specifically in the science, technology, engineering, and math (STEM) disciplines, is a barrier to attracting and retaining diverse populations, including underrepresented minorities, in those fields.

The UC Davis ADVANCE program is rooted in the premise that a multiplicity of perspectives derived from both gender and cultural diversity can increase STEM research innovation by seizing the advantages that a heterogeneous group of talented individuals can bring to problem-definition and problem-solving. UC Davis ADVANCE program has a four-pronged approach to increase the participation and advancement of women in academic science and engineering careers:
- Build a vibrant, welcoming and diverse STEM research community through establishment of the "Center for Advancing Multi-cultural Perspectives on Science" (CAMPOS)
- Establish an institution-wide, inclusive STEM climate that values diversity
- Promote equitable career advancement among STEM faculty
- Understand barriers and catalysts for Latinas in STEM

The Student Academic Success Center houses a number of programs geared toward supporting various student communities including former foster youth, first generation, low income, undocumented students and other groups that are underrepresented in higher education. Transition assistance, retention services and research opportunities are provided through the efforts of programs such as the Educational Opportunity Program, the Guardian Scholars Program, the Linda Frances Alexander Scholars Program, Mentorship for Undergraduate Research in Agriculture, Letters and Science (MURALS), the Special Transitional Enrichment Program and the TriO Scholars Program. Using a holistic approach, these programs aim to enhance student learning and create an environment that promotes academic success, social engagement and personal development. The ultimate goal is to help students successfully advance through their undergraduate years and beyond.

The Student Recruitment and Retention Center works toward educational equity. Their student-run and student-initiated programs foster holistic academic and personal development while raising political and cultural awareness thus empowering students to act as dynamic leaders for their communities. They strive to create a society that provides a quality, culturally sensitive, comprehensive education for students of all backgrounds. They have seven programs: African Diaspora Cultivating Education (ACE), American Indian Recruitment and Retention (AIRR), Pilipino/a Outreach & Retention (BRIDGE), Collective: Student Support and Empowerment, Graduate Academic Achievement & Advocacy Program (GAAAP), Southeast Asians Furthering Education (SAFE), and Yik'al Kuyum (Chican@/Latin@ Holistic Student Support Program).

In Winter and Spring 2014 Graduate Studies hosted Diversity Dialogues on Graduate Education to discuss how to empower underrepresented graduate groups such as women in STEM, international students, students with disabilities, students of color, undocumented students, LGBTQIA identified students, student veterans, and student parents, and support them in the challenges they

face. There were six sessions in total and various members of the campus administration also attended.

UC Davis Preferred Name Service: UC Davis recognizes that many of its students use a name other than their legal name. As long as the use of a preferred name is not for the purpose of misrepresentation, the university acknowledges that a preferred name should be used whenever possible in the course of university business and education.

Therefore, the university will permit any student who wishes to choose to identify themselves within the university's information systems with a preferred name in addition to their legal name. It is further understood that the student's preferred name should be used in university communications and reporting, except where the use of the legal name is necessitated by university business or legal requirement.

The UC Davis Police Department is a national leader, too, with a closely related policy that took effect last fall. The policy affirms that preferred first names may be used on campus, so long as they are not being used for the purposes of misrepresentation; and instructs officers to interact with people using their preferred names and with respect for gender self-identity and expression.

The UC Davis Guardian Professions Program, housed in the Office of Graduate Studies, is a scholarship and mentorship program launched during Fall 2014 that helps former foster youth receive graduate and professional degrees at UC Davis. It is the first program of its kind in the nation. Students receive help from staff members for any of the graduate programs and professional schools at UC Davis and financial support, such as fellowships, to help cover tuition. Additionally, the program covers the cost of applying to a UC Davis graduate program.

The Guardian Scholars Program in the Student Academic Success Center is its undergraduate counterpart, and is dedicated to helping former foster youth receive undergraduate degrees at UC Davis.

The website URL where more information about the support programs for underrepresented groups is available:

http://ccc.ucdavis.edu/

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

UC Davis has a process and team for dealing with bias incidents, acts of discrimination, and/or hate crimes. More information about our process is located here:

http://occr.ucdavis.edu/hate-crime-resources.html

,

http://manuals.ucdavis.edu/PPM/380/380-15.pdf

and

http://manuals.ucdavis.edu/PPM/380/380-12.pdf

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Student Housing follows the campus policies and procedures for reporting and responding to these incidents, including directly reporting all issues to campus leadership (the Vice Chancellor of Student Affairs, the Associate Executive Vice Chancellor for Campus Community Relations, and the Associate Vice Chancellor of Student Life, Campus Community and Retention Services).

Hate crimes can be reported to the Office of Campus Community relations (

http://occr.ucdavis.edu/hate_crime_report.html

).

Incidences of sexual harassment and discrimination can be reported to the Harassment & Discrimination Assistance and Prevention Program at UC Davis (

http://shep.ucdavis.edu/Who%20can%20help/index.htm

), which supports the University's commitment to a discrimination-free work and learning environment by:
- preventing sexual harassment and discrimination from occurring at UC Davis by educating the campus community about the issues.
- assisting individuals and campus units to resolve sexual harassment and discrimination conflicts.
- serving as the central office for reporting and maintaining records of sexual harassment.

Both the Harassment & Discrimination Assistance and Prevention Program and Office of Campus Community Relations have resources and trainings for preventing discrimination.

The website URL where more information about the institution’s discrimination response policy, program and/or team is available:

http://occr.ucdavis.edu/hate_crime_report.html

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Submission Note:

Additional URLs:

ucleads.ucdavis.edu

ucd-advance.ucdavis.edu/recruitment-diversity

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The UC Davis McNair Scholars Program is a two-year program for students funded by TRIO and the U.S. Department of Education. It is designed to encourage students from groups often underrepresented in graduate programs to pursue doctoral degrees. The program serves first-generation college students from low-income families and students from populations underrepresented in graduate education. Students who participate in the McNair Scholars Program receive benefits such as academic, career, and personal counseling, mentoring by faculty, preparation for the GRE, assistance in applying to graduate school, paid travel to professional and research conferences, training in research methodology, and a summer research internship with a research stipend of up to $2,800. About 20 UC Davis undergraduates and incoming transfer students are selected each year to participate in academic year and summer activities.

UC LEADS (Leadership Excellence Through Advanced Degrees) is a two-year program designed to identify educationally or economically disadvantaged undergraduates in science, mathematics or engineering who show promise of succeeding in doctoral degree programs. The program provides students with educational experiences that prepare them to assume positions of leadership in industry, government, public service, and academia. Additional benefits include: research experience, research stipends, GRE preparation, seminars and advising, and travel to professional meetings.

While the following two programs are open to all students/postdocs, we intentionally encourage individuals from underrepresented groups to participate in the following:

- Professors for the Future: Professors for the Future (PFTF) is a year-long competitive fellowship program designed to recognize and develop the leadership skills of outstanding graduate students and postdoctoral scholars who have demonstrated their commitment to professionalism, integrity, and academic service. This unique program sponsored by Graduate Studies focuses on the future challenges of graduate education, postdoctoral training, and the academy. Professors for the Future is designed to prepare UC Davis doctoral students and postdoctoral scholars for an increasingly competitive marketplace and a rapidly changing university environment. PFTF Fellows receive a $3,000 stipend. (gradstudies.ucdavis.edu/pftf)

- GradPathways: GradPathways is a premier professional development program that builds on the successes of our previous Professional Development Series, a nationally recognized program that has served thousands of UC Davis graduate students and postdoctoral scholars since its inception in 2004. Recent reports by the Council of Graduate Schools and the UC Davis Special Task Force on Graduate Education demonstrated the need to do more to ensure success in graduate school and future career endeavors. GradPathways helps to answer that need. (gradstudies.ucdavis.edu/gradpathways)

- Chancellor’s Postdoctoral Fellowship Program: The UC Davis Chancellor's Postdoctoral Fellowship Program offers postdoctoral research fellowships, faculty mentoring, and eligibility for the UC-system hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California. (academicaffairs.ucdavis.edu/programs/cpf.htm)

The UC Davis ADVANCE program seeks to facilitate the adoption of the best-practices for conducting fair, equitable, and successful search faculty searches by collecting and disseminating best-practice information and resources. Research shows that search committees succeed in hiring qualified women and people of color when they are proactive and consciously committed to building a diverse applicant pool and engaging in equitable review processes. UC Davis ADVANCE encourages departments and colleges to use the resources on their Recruitment and Diversity webpage to inform their faculty search and recruitment processes.

UC Davis ADVANCE partnered with a graduate student organizers to support a Women in Leadership series last Fall 2013 that was primarily focused on graduate students and gender equity in the workplace (ucd-advance.ucdavis.edu/event/women-leadership-panel-session). ADVANCE is also piloting a program to mentor new faculty as they transition to faculty positions at UC Davis.

UC Davis recently joined the National Center for Faculty Development and Diversity (

www.facultydiversity.org/

) with an institutional membership which will provide additional resources for graduate students interested in academic careers.

The website URL where more information about the faculty diversity program(s) is available :

http://mcnair.ucdavis.edu/

Affordability and Access

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The Blue and Gold Opportunity Plan ensures that eligible California students with an annual family income of up to $80,000 will have their systemwide fees and tuition covered by gift aid. (financialaid.ucdavis.edu/undergraduate/types/blue-gold.html)

The We Are Aggie Pride program is a student originated and led philanthropy program that receives assistance and guidance from the UC Davis Office of Development. It originated when a group of students realized that their peers were having their ability to achieve severely disrupted by short-term financial crises that weren't covered by financial aid. Many UC Davis students are attending school with little or no assistance from their families, and may not have any funding source to fall back on in a time of need. This program was conceived to cover food, rent and other essential costs not covered by other programs, to keep students on track for academic success. Awards from the fund are disbursed through an application and review process led by a committee of students advised by staff who are experienced with financial aid and philanthropic management. Applications are reviewed in the context of the immediate need stated by the applicant in relation to his or her records on financial need and other financial aid awards held by the financial aid office. (weareaggiepride.ucdavis.edu/)

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Office of Campus Community Relations runs the Diversity Education Program, which offers workshops, trainings, presentations, courses, seminars and other educational initiatives that enhance our understanding of and appreciation for the diversity that makes up our campus community. (occr.ucdavis.edu/diversity/index.html)

A brief description of any programs to prepare students from low-income backgrounds for higher education:

UC Early Academic Outreach Program was created in 1976 to help more students meet the requirements to go to college, especially students who are the first in their family to go to college or who are considered socioeconomically disadvantaged. EAOP is the University of California's (UC) premier outreach program; each of the ten UC campuses houses a program on its campus. EAOP gives students information about how to get into college, what happens when you get there, and how to pay for it. EAOP works with the UC Davis campus, schools, and the community to provide support for everyone involved. UC Davis EAOP works with over 2,300 students in 28 schools!

College OPTIONS provides in-school academic advisers, informational materials and programs, and educational activities for students, families, educators and communities within Shasta and Siskiyou counties. The focus of the program is to strengthen the college-going culture and to help students and families access post-secondary educational opportunities. (shasta.ucdavis.edu/)

Upward Bound helps students generate the skills and motivation needed for college success. Students in the Upward Bound program are four times more likely to earn an undergraduate degree than students from similar backgrounds who so not participate in the program. High school students who will be the first generation in their family to attend college are eligible for the program. It consists of a summer residential component and academic year assistance such as weekly after-school advising, tutoring and special activities by UC Davis student advisers. (upwardbound.ucdavis.edu/)

The Student Recruitment and Retention Center (SRRC) works to promote and support academic preparation, leadership training, and cultural enrichment activities for non-college tracked youth (K-20). It offers the following recruitment services: K-12 enrichment and outreach, youth leadership conferences, campus visits and tours, and transfer outreach.

The SRRC's Recruitment Outcomes are:
- To interest economically and educationally disadvantaged students in continuing their post-secondary education.
- To inform students of the post-secondary opportunities available at UC Davis, or other higher education institutions.
- To provide information and necessary steps to access those opportunities; and
- To guide the students to become competitive in the admissions process for UCs, CSUs, CCs and any other institutions of choice.

(

srrc.ucdavis.edu

)

The Educational Talent Search (ETS) encourages students from underprivileged backgrounds to pursue a college education. Students must come from a low-income environment where neither parent graduated from college. The ETS program at UC Davis serves seven high schools and four middle schools in Sacramento, Yolo and Solano counties. The goal of the program is to provide services that assist students in completing secondary school and enrolling in post secondary institutions. (ets.ucdavis.edu/)

The Special Transitional Enrichment Program (STEP) helps students develop skills for success. STEP begins with a four-week summer residential program and continues for students' first two years on campus. It provides transitional classes and skills development activities, along with intensive counseling and academic advising. Participation in STEP allows students to experience campus life and develop friendships. (success.ucdavis.edu/programs/step/)

UC Davis King Hall School of Law's King Hall Outreach Program is an intensive 4-8 week law school preparation program focused on encouraging disadvantaged students to attend law school. KHOP is designed to improve students' writing, logical reasoning and LSAT skills while exposing them to opportunities in the field of law. Students participate in a Moot Court or Mock Trial simulation, and meet with tutors and admission professionals. During the academic year, students may have the opportunity to attend workshops/presentations on the application process and take practice LSAT exams under test conditions. Students may also have the opportunity to meet law professors, attorneys, and admissions professionals from various law schools. Students must be a first-generation college student or come from an economically under-served community or background. Greater consideration is given to students previously identified by current or previous enrollment in a TRIO program (i.e. EOP, Upward Bound, Academic Talent Search, SSS, McNair, etc) or other college outreach programs such as STEP, PUENTE, MESA, CAMP, etc. (law.ucdavis.edu/prospective/outreach/khop.html)

The UC Davis Young Scholars Program is a summer residential research program designed to expose 40, high achieving high school students to the world of original research in the natural sciences with emphases on the biological, environmental and agricultural sciences. In addition to scientific research, the UCD-YSP strives to introduce participants to the climate and culture of living and working on a university campus. Staff make every effort to model the experiences that participants will have during their first years of college. Students with financial constraints can apply for fee reductions, which are based on demonstrated need, the number of applicants who qualify, and the availability of funds. (ysp.ucdavis.edu/)

The UC Davis Undergraduate Research Center's Mentorship for Undergraduate Research Participants in Physical and Mathematical Sciences (MURPPS) is an undergraduate mentoring program designed to increase the number of underrepresented students who pursue graduate studies in the physical and mathematical sciences by offering students the chance to work with professors on research projects relevant to their major. The goal of MURPPS is to help create a diverse post-graduate population in the Physical and Mathematical Sciences. Students are paid a quarterly stipend. MURPPS also conducts seminars which introduce students to faculty and research projects, offers academic guidance, and access to the tutoring at the Student Academic Success Center. (undergraduateresearch.ocp.ucdavis.edu/murpps/)

A brief description of the institution's scholarships for low-income students:

The Fiddyment Award: The Fiddyment Award is a competitive achievement and need based scholarship that will be awarded to selected 2014 graduates from Woodland High and Pioneer High who will attend UC Davis in fall 2014. Several scholarships of up to $4,000 will be awarded. Students must be the first in their families to pursue a higher education. (eaop.ucdavis.edu/resources/fiddyment-award/)

Chancellor's Achievement Awards: All award recipients are hard-working students who have been nominated by teachers and other members of the campus community for their academic achievements, community works, and dedication often during the first year of their

journey at UC Davis. These scholarships are often given to students who are the first members of their family to attend college. Each year the Awards are given to between five and eight students from all walks of life. (giving.ucdavis.edu/areas-to-support/annual-fund/annual-fund-programs.html)

UC Davis has a list of scholarships with restricted eligibility:

http://financialaid.ucdavis.edu/scholarships/campus/awards/restricted.html

Awarding criteria often includes financial need as well as ancestry, ethnicity, and national origin.

A brief description of any programs to guide parents of low-income students through the higher education experience:

UC Davis GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) provides students and their families in Tehama, Trinity, Shasta and Siskiyou counties with services and opportunities to help students prepare for college and careers beyond. The support includes mentoring, counseling, tutoring and summer programs to foster success in higher-level math and other college preparatory courses. Information about college and financial aid options is also be provided.

The Early Academic Outreach Program (EAOP) also provides information for parents about college resources. With the understanding that families are the foundation for a child's success in school, EAOP has a parental educational component. The time a parent spends with their child has a positive effect on their child's education. By working with families, EAOP provides practical and educational information that continues to support the student's educational goal. Activities range from evening workshops, short courses, and weekend on-campus programs. (eaop.ucdavis.edu/services/family-engagement/)

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The institution recruits students from low-income backgrounds through involvement in several of the programs detailed in other responses to this credit.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

The Sacramento Area Transfer Initiative and the Transfer Opportunity Program (TOP) create access for economically disadvantaged and educationally disadvantaged students through the transfer pathway.

The Student Recruitment and Retention Center (SRRC) awards grants to student organizations and campus units/departments that plan programs that support and promote outreach and retention to students of underrepresented and historically underserved communities. The goals of the grant program are to support enrolled undergraduates and graduate students and promote and support academic preparation, leadership training, and cultural enrichment activities for non-college tracked youth (K-20). (srrc.ucdavis.edu/resources/srrc-grants.html)

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

The ASUCD Awards Endowment Fund provides tuition support for undergraduates. The scholarships are given out by a committee of student peers and the scholarship requires a lower GPA in order to recognize students who may not receive 3.25 GPAs but are outstanding in aspects of their character. Students who may need the most financial assistance are often those who, for reasons outside of their control, often may not be able to necessarily achieve the high GPA required for most campus scholarships. Recipients are diverse and are chosen based on a holistic assessment of high academic and/or athletic achievement, exceptional leadership, service to the university and outside community, care for the environment, financial need, first-generation college attendance, and endurance in personal hardship. (asucd.ucdavis.edu/asucd-awards-endowment/)

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

UC Davis ArtsBridge offers immersive, sequential classroom projects in art, dance, drama, music and the digital arts. Projects are tailored to individual classroom needs, with an emphasis on culturally relevant pedagogy that promotes community and student empowerment through the arts. ArtsBridge concentrates on low-performing schools and works to promote academic preparedness and access to higher education for all children. The program provides a connection for young students to the university through art. (education.ucdavis.edu/artsbridge)

ACS Project SEED is a full time summer research program that opens new doors for economically disadvantaged high school students to experience what it's like to be a chemist. The program provides opportunities for students who historically lack exposure to scientific careers to spend a summer conducting hands-on research with a scientist in academic, industry, and government research laboratories. (eaop.ucdavis.edu/services/academic-enrichment/eaop-project-seed/)

The UC Davis School of Veterinary Medicine's Summer Enrichment Program provides disadvantaged students with activities that will enhance their preparation to veterinary school. The five-week intensive summer program accommodates up to ten students. Students have the opportunity to obtain veterinary experience through weekly rotations at the Veterinary Medical Teaching Hospital. Students are also provided resource materials for preparation of the GRE, labs, the application process, and study skills. Professionals give presentations on opportunities within veterinary medicine and career opportunities. Participants receive a $500.00 stipend at the end of the program. (vetmed.ucdavis.edu/students/dvm_program/admissions/pre_program_opportunities.cfm)

The UC Davis School of Medicine's Office of Student and Resident Diversity sponsors a variety of K-12 outreach programs to prepare and motivate students, often from disadvantaged backgrounds, for college and medical school. For example the Health Professions Saturday Academy is a four-Saturday mini medical school program for educationally disadvantaged high school students. The program is offered in Fall and Spring and includes workshops on the major organ systems and presentation of a final research project. (ucdmc.ucdavis.edu/diversity/high_school.html)

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

The UC Davis Staff Scholarship Program was created by Staff Assembly to provide UC Davis career staff employees an opportunity to continue their education in Associate, Bachelor, or graduate degree programs at community colleges, state colleges, universities (public or private, including UC Davis), or professional schools while employed at UC Davis.
(

http://staff.ucdavis.edu/staffawards/scholarships.html

)

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

UC Davis has several programs for child care funding for student parents:
1. Community Based Care Grant
The Community Based Care (CBC) Program provides financial need-based grant funding to eligible students. Award amounts are up to $900 each quarter per child receiving care as long as those costs are documented on the application. The CBC program is available to students that meet the following criteria:
- Enrolled at least half-time in a UC Davis degree program at the undergraduate, graduate or professional level.
- Have dependent children 12 years old or younger.
- Incur documented child care related expenses at provider of their choice.
- Are meeting Satisfactory Academic Progress (SAP).
- Have demonstrated need based on the Free Application for Federal Student Aid (FAFSA) or Dream Act Application. For international students, need can be established by the information provided in SECTION C of the application and completing the International Student Data Form.
(worklife-wellness.ucdavis.edu/family_care/children/childcaresub.html)

2. Graduate Student Child Care Grant Program (GSCCG)
The Graduate Student Child Care Grant (GSCCG) Program provides a $600 per quarter payment ($900 per semester for semester programs) to all graduate and professional students with children, regardless of financial need. When used in conjunction with the CBC program, up to an additional $300 per quarter may be allocated from the CBC program for a total of up to $900 for the first child. Additional children may be eligible to receive up to $900 through the CBC program, as this program works on a per-child basis.
(worklife-wellness.ucdavis.edu/family_care/children/childcaresub.html)

3. UC Davis School of Law offers $1,500 grants and loans for child care (law.ucdavis.edu/current/financial-aid/)

4. The Transfer Reentry Veterans Center offers the Peggy Browneller Quarterly Book Award for Single Parents.
(success.ucdavis.edu/trv/reentry/scholarships.html)

There are five child care centers on the UC Davis campus. The Early childhood lab school is associated with the Department of Human and Community Development. The Law School operates a coop for law students. The other three centers, Hutchison, LaRue Park and Russell Park are operated by third party vendors located on campus.

A brief description of other policies and programs to support non-traditional students:

Collective: Student Support and Empowerment, is a program under the Student Recruitment and Retention Center. Collective provides both academic and social support to empower transfer, re-entry, parent, and all non-traditional students to succeed in higher education. Collective offers all students a safe and welcoming environment to further engage students in their educational pursuits. Furthermore, Collective offers a campus visits to expose disadvantaged students to possibilities and provide insight into the opportunities available through higher education. (srrc.ucdavis.edu/programs/collective/index.html)

These are additional programs and opportunities run by the Student Academic Success Center:
The Transfer Reentry Veterans Center (TRV) assists all transfer students (junior college or community college to UC Davis, UC to UC Davis, out of state to UC Davis), veteran and dependents-of-veteran students, and reentry students. The TRV Center strives to address the

needs and concerns of the whole student. They offer a wide range of services including advising, seminars, workshops, and social events and activities. (success.ucdavis.edu/trv/index.html)

The Bernard Osher Foundation, in recognition of the value of the UC Davis Reentry Program, has established a $1 million endowment to support scholarships for students 25–50 years old. The Osher Reentry Scholarships represent the largest award for reentry students on the UC Davis campus. The Student Academic Success Center will award eight to ten $5,000 scholarships annually to new and continuing reentry students.

The Guardian Scholars Program is a comprehensive program committed to providing services and support for former foster youth to maximize educational opportunities. Youth formerly in foster care face many challenges that impede their opportunities for higher education. For foster youth who make it to post secondary education, the challenges are often insurmountable without the intervention of caring campus professionals who serve as coaches and mentors. Professional staff and peer advisors, in partnership with a variety of on-campus units and external agencies, work to best meet the students' academic and personal needs. Services for the students include a caring and supportive community, orientation for new students, advising, life skills training, career counseling, and leadership opportunities. (success.ucdavis.edu/programs/gsp/services.html)

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	37
The graduation/success rate for low-income students	74.50
The percentage of student financial need met, on average	79
The percentage of students graduating with no interest-bearing student loan debt	42

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://eaop.ucdavis.edu/

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

http://www.ucop.edu/local-human-resources/_files/policies/ppsm/ppsmsupf.pdf

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

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

UC Davis complies with federal or state laws governing employee compensation.

Background on Collective Bargaining at UC

The Higher Education Employer-Employee Relations Act

The Higher Education Employer-Employee Relations Act (HEERA) is the state law that authorizes and regulates collective bargaining between the University of California and the labor organizations that represent UC employees. The complete text of the law is available on the web at

http://www.perb.ca.gov/laws/HEERA.aspx

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The Public Employment Relations Board (PERB) administers HEERA. PERB conducts representation elections and investigates and makes decisions regarding Unfair Labor Practice charges filed by employees, labor organizations and the University.

The law protects employees from reprisals, discrimination, coercion or interference with their exercise of HEERA rights, including the right to form, join and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations and for the purpose of meeting and conferring over those matters. Employees also have the right to refuse to join employee organizations or to participate in the activities of these organizations. Employees cannot, however, refuse to pay an agency fee (fair share) in lieu of paying membership dues.

Employees who are managerial or confidential within the meaning of HEERA, and some student employees, are excluded from the law's coverage. Supervisory employees have some rights to union representation under HEERA; however, the law prohibits collective bargaining of supervisors' terms and conditions of employment.

History of Collective Bargaining at UC

Under HEERA, a bargaining unit is a group of titles with a sufficient "community of interest" (e.g. similar working environment, occupational category, level of education) that a union can reasonably represent the employees in the unit - particularly the negotiation of the employees' terms and conditions of employment.

After the enactment of HEERA in 1979, PERB made a number of determinations about appropriate units at the University of California and conducted representation elections. The current contract for each bargaining unit is available on UCnet (link is external). HEERA prohibits the University from negotiating directly with represented employees ("direct dealing") or consulting with any academic, professional or staff advisory group on any matter within the scope of representation.

The Negotiation Process

HEERA requires that in negotiating contracts the parties engage in good faith negotiations to try to resolve their differences and to attempt to achieve a signed contract. In the event the parties cannot reach agreement, HEERA provides intervention through an impasse procedure. This procedure includes mediation and fact-finding. If mediation fails, the mediator can elevate the issues to fact-finding. In the fact-finding process, the parties present their respective positions on the unresolved issues that are designated by law as mandatory subjects of bargaining to a three-member fact-finding panel. The panel issues recommendations for resolving the differences between the parties. At the conclusion of fact-finding, if the parties cannot reach agreement using the fact-finder's recommendations the recommendations become available to the public.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

At UC Davis the Human Resources Compensation Unit conducts and participates in a number of compensation surveys to obtain market data for the majority of occupations found at UC Davis. The surveys range from local to national markets and include specific jobs and major occupational groupings. Surveys include a number of well-defined (benchmark) jobs in the market that are matched to similar jobs

in the University.

Labor market analysis is the process of:

Identifying the appropriate labor market for various types of positions.
Surveying the market to determine the salaries that are being paid for like positions.
Identifying market trends such as: ancillary pay, and merit and pay practices.
Establishing, adjusting, and/or recommending salary changes and/or structures for staff positions.
Consulting with management on their workforce needs.
Labor Market Analysis at UC Davis

Labor market analysis is a five part process to:

Identify the area within which employers are competing for labor.
Conduct or participate in market surveys within the labor market to determine the salaries being paid for specific positions.
Work with management to validate the market areas, market competitors, and job matches (benchmarks).
Identify market trends such as: ancillary pay, merit and pay practices.
Establish, adjust, and/or recommend salary structures that will allow the University to effectively compete for staff within specific classification levels or grades.

The results of market survey analysis, recruitment and retention indicators, availability of funds, and internal equity/alignment issues are all considered in establishing or adjusting salary ranges. These factors are of equal importance when used by managers in making individual pay adjustments. In response to proposals to improve our classification and pay systems, refinement and fine-tuning of our survey methods, identification of appropriate labor markets and market trends, and solicitation of feedback from managers will be an on-going process at the University of California, Davis.

http://hr.ucdavis.edu/compensation/labor_market.html

http://hr.ucdavis.edu/compensation/salary_surveys.html

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

At UC Davis, most payroll titles are assigned either a grade or a step scale. Graded titles have a minimum and a maximum rate and employees can be paid anywhere within the range. Titles with a step scale (ie. step 1.0, 2.0, 3.0, etc.) have a succession of steps, beginning with step 1.0 and ending with a negotiated maximum step (differs between titles). Generally speaking, positions in the Professional and Support Staff (PSS) program and the Managers and Senior Professionals (MSP) program are assigned a salary grade, and positions assigned to a Collective Bargaining Unit are on a step scale. Positions that are assigned a grade must be paid a salary within the minimum and maximum of the salary range, and positions that are on a step scale, must be paid on one of the negotiated steps.

In addition, full--time employees also receive:
Medical Insurance (a package of their choice)

Dental Insurance - UC pays the entire cost of monthly dental premiums for staff and their family members.
Vision - UC pays the entire cost of monthly vision premiums for staff and their family members.

UC Davis is governed by Federal Law but chooses to use the more generous California State Wage Minimum as it's minimum wage in order to remain competitive as an employer. Our Student Assistant positions begin at the state minimum wage of $9.00/hr.

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $9.00/hour*
UC Davis Minimum Wage for Student Assistants = $9.00/hour

UC Davis' purchasing contracts stipulate that contractors must pay their employees minimum wage.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $9.00/hour*
UC Davis Minimum Wage = $9.00/hour

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $9.00/hour*
UC Davis Minimum Wage = $9.00/hour

Temporary Employment Services offers:
- Competitive salaries
- A variety of assignments and locations - UC Davis Campus (Davis) and UC Davis Health System (Sacramento)
- Opportunities for skill enhancement

Employees may be eligible for University benefits including:
-Medical Insurance
- Life Insurance
- Legal and Tax-Savings Programs
- Exposure to career opportunities with the UC Davis Campus and Health System. Many TES employees find career employment with UC Davis.

More information about UC Davis' Temporary Employment Services can be found at:

http://hr.ucdavis.edu/recruitment/tes/index.html

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

UC Davis has academic salary scales for all levels of academic personnel. The scales can be found here:

https://academicaffairs.ucdavis.edu/resources/salary/index.html

.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Federal Minimum Wage = $7.25/hour
California State Minimum Wage = $9.00/hour*
UC Davis Minimum Wage for Student Assistants = $9.00/hour

The Student Employee Pay Plan can be found here:

http://manuals.ucdavis.edu/spp/ppsm3b.pdf

The local legal minimum hourly wage for regular employees:

9 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://hr.ucdavis.edu/compensation/index.html

Assessing Employee Satisfaction

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

Additional URLs:
(summary, UC Davis)
http://campusclimate.ucop.edu/_common/files/pdf-climate/ucd-summary.pdf

(full report, UC Davis)
http://campusclimate.ucop.edu/_common/files/pdf-climate/ucd-full-report.pdf

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

University of California, Office of the President (UCOP), selected Professor Susan "Sue" Rankin, of Rankin & Associates Consulting as consultant for this project. She developed and utilizes the Transformational Tapestry model as a research design for campus climate studies.

Faculty members, administrators and staff members are significantly impacted by campus climate. According to workplace studies, the personal and professional development of professionals is greatly enhanced through a healthy working environment. Research suggests that faculty members who consider their campus climate healthy and inclusive are more likely to feel personally and professionally supported. Research also indicates that there is a direct relationship between workplace discrimination and negative job and career attitudes.

To assist in contextualizing the survey for UC and to capitalize on the many campus climate assessment efforts some campuses already have undertaken, a systemwide work team was formed in September 2011 which consisted of representatives from each of the campuses, UCOP, the Division of Agriculture and Natural Resources and Lawrence Berkeley National Laboratory, plus organization appointees from the Academic Senate, Council of UC Staff Assemblies, UC Students Association, unions and others.

The systemwide work team was responsible for developing core survey questions that would be asked of all locations. The team selected survey questions from the consultant's tested collection, and included questions that previously have been asked in campus-specific or population-specific surveys at UC. By adding questions for which some data is already available, UC campuses will be able to conduct longitudinal analysis and obtain consistent data for all populations.

Campus representatives to the systemwide work team formed local work teams at each location with additional participants, who also provided feedback on survey questions. The local work teams were responsible for contextualizing the core survey questions and creating campus specific questions that were added to the survey.

The survey was administered to all 235,000 students and 185,000 faculty and staff at UC.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The study was divided into two phases. Phase 1 was conducting the survey. Phase 2 includes development of strategic initiatives and action plans based on the survey findings. The goal of this important study is to build on institutional successes, address institutional climate challenges and promote institutional change.

Campuses will construct action plans based on survey results – identifying two or three areas for targeted campus attention. Campus, location and systemwide reports were made public in spring 2014.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://campusclimate.ucop.edu/index.html

Wellness Program

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

UC Davis WorkLife and Wellness provides programs, policies, referrals and education that enable employees and students to be effective at work, school and home. WorkLife encompasses dependent care and family services, health and wellness, financial support, career flexibility and community involvement.

UC Davis offers an annual Wellness Challenge program (

http://wellnesschallenge.ucdavis.edu/events.html

), and incorporates environmental sustainability as one of 7 components of wellness. Examples of Environmental Wellness activities include eating "greener" meals, or food that is local, seasonal, and organic, and planting and tending a garden.

The WorkLife program uses different means to reach employees, including activities and presentations. Example of a WorkLife and Wellness Brown Bag Series: "Slow Food and Buying Locally"
"Learn practical and fun ways to introduce the philosophy of Slow Food into your kitchen and garden. Instruction includes principles of year round gardening and the glass pantry, how to express yourself seasonally through garden and glass pantry gift giving, how to shop and cook seasonally, and a primer on Slow Food Yolo and how it fits into the international slow food philosophy."

The Mind Body Wellness Group created the Wellness Portal to assist students, staff and faculty in locating resources related to the various aspects of wellness. Campus resources, as well as those in Davis and the larger web community, are included, as the intent is to be a “one stop shop” for wellness. There are many interrelated dimensions of wellness: physical, emotional, intellectual, spiritual, social, environmental and occupational.

WorkLife and Wellness also provides the Breastfeeding Support Program.

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

http://worklife-wellness.ucdavis.edu/

Workplace Health and Safety

Responsible Party

Camille Kirk
Sustainability Planner
Environmental Stewardship and Sustainability

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	481	681
Full-time equivalent of employees	14,528	14,934

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

	Start Date	End Date

Performance Year	July 1, 2010	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

A brief description of when and why the workplace health and safety baseline was adopted:

The workplace health and safety baseline was adopted in February 2014 and it was chosen because it was the year that had the most comprehensive data set.

A brief description of the institution's workplace health and safety initiatives:

UCD has a variety of safety initiatives to include the following:
• Be Smart About Safety equipment/training funding.
• Dedicated campus incident investigator.
• Department safety coordinators assigned to each school/department.
• Laboratory audit specialists.
• Financial incentives through department level deductible application.
• On-line unsafe condition reporting.
• On-line training
• Hazard specific safety committees which include; Bio, Rad, Chem, & Animal.
• Department specific safety reviews.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://safetyservices.ucdavis.edu/

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

Submission Note:

The UC Davis Foundation remains interested in issues of sustainability and the Treasurer of The UC Davis Foundation has met with students interested in Socially Responsible investing.

The Endowment investment policy diversifies investments and provides a balance to enhance total return while avoiding undue risk in any single asset class or investment category. The UC Regents manage 18.5% of the UC Davis Endowment Fund's assets and external investment managers manage the other 81.5%.

Additionally, The UC Regents have prohibited the purchase of securities issued by tobacco companies. The purchase of securities issued by tobacco companies is prohibited in separately managed accounts as well. The Regents have defined a tobacco company as “a company which derives its revenues from the manufacture and distribution of tobacco products or, if a diversified company, that no other business line contributes more revenues or earnings than tobacco products." The Treasurer will determine what constitutes a tobacco company based on standard industry classification of the major index providers (e.g., Russell, MSCI) and communicate this list to investment managers annually and whenever changes occur. The Committee recognizes that the establishment of social investing restrictions limits investment opportunities and should be accompanied by adjusting performance evaluation standards appropriately.

The UC Davis Foundation is a nonprofit 501(c)(3) corporation in response to the University's recognition that private support is essential to maintaining and enhancing the margin of excellence at UC Davis. The Foundation helps UC Davis obtain private gifts (in support of research, teaching, and public service) and manages the gift assets. Distinguished community members, University administrators, and faculty and alumni representatives make up the 48-member Board of Trustees that governs the Foundation. The Board meets quarterly in regular session, and the Foundation's standing committees meet throughout the year to review Foundation business and to recommend action. The Foundation's standing committees include Audit, Development, Executive, Investment/Finance, and Nominating.

The Foundation accepts, administers, and invests private gifts in the form of cash and real or personal property and manages the funds either as endowments or as funds available for current expenditure. The Foundation’s net assets at June 30, 2013 were $288.3 million, of which the endowment comprised approximately $240.4 million. (These amounts are stated without regard to GASB 33 accounting rules for comparative purposes for the past ten years.)

From the Foundation's inception, members of the Board of Trustees have formed a crucial link between UC Davis and the community. The Trustees communicate about UC Davis to the public, and in so doing, build interest in the campus and support for its programs. The excellence that UC Davis has achieved has been assisted by the community, and the Trustees and volunteers who serve the UC Davis Foundation continue to play a critical role in the growth and success of the campus.

Major initiatives at UC Davis funded through gifts to the Foundation include the Center for Mind and Brain, the Mind Institute, Robert and Margrit Mondavi Center for the Performing Arts, Energy Efficiency Center, Child Family Institute for Innovation and Entrepreneurship, Campus Arboretum, CAES: Agricultural Sustainability Institute, Robert Mondavi Institute for Wine and Food Science (RMI), 21 endowed professorships, 223 student scholarships and fellowships, 61 department chairs, research support, departmental support, and support for unrestricted gifts. Buildings constructed with partial or full funding from gifts to the Foundation include the Robert Mondavi Institute for Wine and Food Science (RMI) which is LEED Platinum certified, the Mondavi Center for the Performings Arts, and substantial commitments for the Jan Shrem and Maria. Manetti Farrow Museum of Art to be completed in 2015. The continuing growth in these areas is a reflection of the University's commitment to the development of private support to sustain its quest for excellence.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. The UC Regents Committee on Investments will serve in the role of overseeing the implementation of these sustainable investment policies and programs.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

The Committee has multi-stakeholder representation including faculty, staff, student, and alumni members.

Yolanda Gorman – Alumni Designate
Abraham Oved – Student Designate
Dan Hare – Faculty Representative
Deidre Acker – Staff Advisor
Donna Coyne – Staff Advisor
William de la Pena MD – Regent
George Keiffer – Regent
Monica Lozano - Regent
Hadi Makarechian - Regent
Norman Patiz - Regent

Sadia Saiffuddin - Regent
Richard Sherman - Regent
Paul Wachter - Regent
Charlene Zettel – Regent

Examples of CIR actions during the previous three years:

Actions identified to implement UC's Sustainable Investment program include:
- Allocate $1 billion over five years for direct investment in climate change solutions
- Adhere to the United nations-supported Principles for Responsible Investment (PRI), the largest University and the first public American University to do so.
- Established a framework for sustainable investment to integrate environmental, social, and governance (ESG) factors as a core component of portfolio management.

The website URL where information about the CIR is available:

http://regents.universityofcalifornia.edu/aar/septi.pdf

Sustainable Investment

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses *selected for* exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

8,300,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	50,000,000 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

Investments in sustainable forestry funds and clean energy investments via funds.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. Including the measures listed below. - Establish and Implement a framework on sustainable investment
- Integrate Environmental, Social, and Governance (ESG) factors as a core component of portfolio optimization and risk management and will evaluate all strategies for achieving ESG goals as soon as practical, including whether to use divestment.
- Allocate $1 billion over a 5-year period to solutions-oriented investments such as renewable power and fuels, energy efficiency, and /or sustainable food and agriculture.

This strategy builds on pre-2014 investment policy that addresses negative screens for ESG factors.

http://regents.universityofcalifornia.edu/aar/septi.pdf

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

It guides the UC Office of Chief Investment Officer in making investments decisions based on these adopted ESG factors including the decision to allocate $1 billion in positive climate-protection investments over the next five years.

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

Yes, The UC Regents have two social responsibility polices that impact investment decisions for any investment held in our investment pools.
Regent Policy 6301: POLICY TO EXCLUDE SECURITIES OF COMPANIES MANUFACTURING TOBACCO PRODUCTS FROM INDEX FUNDS AND TO CONTINUE EXISTING EXCLUSION FROM ACTIVELY MANAGED FUNDS

http://regents.universityofcalifornia.edu/policies/6301.html

Regents Policy 6302: POLICY ON DIVESTMENT OF UNIVERSITY HOLDINGS IN COMPANIES WITH BUSINESS OPERATIONS IN SUDAN

http://regents.universityofcalifornia.edu/policies/6302.html

Approximate percentage of the endowment that the negative screens apply to:

100

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Yes, the University has engaged in proxy voting that promotes sustainability during past three years through the use of policy guidelines. The UC Regents Proxy Voting policy guidelines are made public:

http://www.ucop.edu/treasurer/_files/invpol/App_4-8_UCRP-GEP_IPS.pdf

The University's proxies are managed and voted by a third party service provider using their SRI proxy voting guidelines:

http://www.issgovernance.com/file/2014_Policies/2014ISSSRIUSAGuidelines.pdf

&

http://www.issgovernance.com/file/2014_Policies/2014SRIInternational.pdf

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

UC is an active member of:
• Principles for Responsible Investment
• Ceres Investor Network on Climate Risk
• CDP (formerly Carbon Disclosure Project)

Sustainability web content is under construction to share information about the UC sustainable investment efforts.

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

http://www.universityofcalifornia.edu/press-room/uc-progress-sustainable-investments-strategy

Investment Disclosure

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

http://www.ucop.edu/investment-office/_files/invpol/GEP_Holdings.pdf

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

UC Davis Renewable Energy Anaerobic Digester (READ)

A brief description of the innovative policy, practice, program, or outcome :

The biodigester converts campus and community food and yard waste into clean energy that feeds the campus electrical grid. The technology was developed by Ruihong Zhang, a UC Davis professor of biological and agricultural engineering. The biodigester was built in partnership with Sacramento-based technology partner CleanWorld. It is the naton's largest anaerobic biodigester on a college campus. The system is designed to convert 50 tons of organic waste to 12,000 kWh of renewable electricity each day using state-of-the-art generators, diverting 20,000 tons of waste from local landfills each year. The facility took unique advantage of its location at the now closed UC Davis landfill by blending landfill gases — primarily methane — with the biogas to create a total of 5.6 million kWh per year of clean electricity. It is expected to reduce greenhouse gas emissions by 13,500 tons per year.

The READ BioDigester is a closed loop system, moving from farm to fork to fuel and back to farm. Whatever is not turned into biogas to generate renewable electricity can be used as fertilizer and soil amendments — 4 million gallons of it per year, which could provide natural fertilizers for an estimated 145 acres of farmlands each day. Nearly half of the organic waste, or feedstock, needed to operate the biodigester to full benefit will come from UC Davis dining halls, animal facilities and grounds. CleanWorld is working with area food processing and distribution centers to supply the remaining amount. Meanwhile, UC Davis will earn 100 percent of the project’s green energy and carbon credits and receive all of the electricity generated.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

STARS READ Transmittal Letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	Yes
Campus Engagement	No
Public Engagement	No
Air & Climate	No

Buildings	No
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://news.ucdavis.edu/search/news_detail.lasso?id=10849

Innovation 2

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Sustainable Agriculture & Food Systems Portfolio and Badging System

A brief description of the innovative policy, practice, program, or outcome:

The Agricultural Sustainability Institute developed a system of badges for the Sustainable Agriculture & Food Systems major at UC Davis. There are five badge categories: skill, knowledge, honor, experience, and competence. The badges support the major's curriculum, which includes experiential learning opportunities and hands-on work outside of the classroom. The badge system encourages deeper student engagement with the curriculum. Students can post photos and diagrams, allowing for a more media-rich learning experience. In Fall 2013, twenty students piloted the program.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

AASHE STARS Innovation Credit Letter and Supporting Documents.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No

Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://ucdaviscaes.wordpress.com/2014/01/09/digital-badge-system-helps-students-develop-skills/

Innovation 3

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

Additional URL for the Bicycle Friendly University award:
http://dateline.ucdavis.edu/dl_detail.lasso?id=14646

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Platinum Bicycle-Friendly University & Business

A brief description of the innovative policy, practice, program, or outcome:

In 2013 UC Davis was awarded the highest ("Platinum") level award by the League of American Bicyclists (LAB) as a Bicycle Friendly Business and a Bicycle Friendly University.

We are one of only nine businesses nationwide and the first college or university to receive Platinum recognition as a business. Perhaps most staff, faculty and students don't think of the University as a "business," but we have thousands of employees and we provide a wide range of services, usually for a fee, to a broad constituency.

There are only two Platinum level Bicycle Friendly Universities in the United States. Over the last five years we have spent almost eight million dollars on direct or ancillary infrastructure improvements for our campus bicyclists. We have a variety of programs which helped us earn our Platinum status, including:
Bicycle Education and Enforcement Program ("BEEP"),a bicycle traffic school that substitutes a custom-built, online diversion program offering bicycle traffic violators a significant dollar savings over current traffic fines. The program is easily accessible online and over 2200 individuals have used the program.

The goClub, an alternative transportation program which provides benefits and incentives to commuters who forego the purchase of a single vehicle parking permit in favor of using sustainable transportation. Bicycle commuters enrolled in the goClub qualify for complimentary "rainy day" parking permits, discounted 10-ride bus passes, access to an emergency ride home program, access to lockers and showers, and discounted bicycle locker rentals. Bicycle commuters account for the largest portion of goClub members, with 2,740 participants. Levels of participation have grown rapidly over the past three years from 1,536 in April 2011 (nearly 80% growth) demonstrating a growing trend towards bicycle commuting.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Innovation_Credit_3_UC_Davis_Bicycle_Friendly_Platinum.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://dateline.ucdavis.edu/dl_detail.lasso?id=14454

Innovation 4

Responsible Party

Sid England
Assistant Vice Chancellor
Office of Environmental Stewardship and Sustainability (ESS)

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Wild Campus

A brief description of the innovative policy, practice, program, or outcome:

Wild Campus is a student-run organization which works to conserve wildlife at the UC Davis campus. Students work with faculty, staff, local environmental organizations, and volunteers to improve campus habitats. Wild campus is a unique program which brings students out of the classroom and into the wild, where they can engage in real-world conservation experiences.

Wild Campus recently partnered with the Putah Creek Riparian Reserve to extend its conservation efforts to a 12-acre portion of the reserve. The Reserve is a 640 acre stream, riparian and grassland ecosystem on the UC Davis campus managed for teaching, research, and wildlife and habitat protection. The 12-acre portion of the reserve is called the "Wild Reserve," and students will lead a wide range of projects including invasive species eradication and biomonitoring. Additionally, the students plan to tell the story of Davis' wildlife through interpretive signage.

Wild Campus has three main programs - Wild Ambassadors, Wild Naturalists, and Wild Forces.
Wild Ambassadors: The Wild Ambassadors are composed of two teams, each with a different focus (Education/Outreach Team and Marketing/Communications Team). These teams are the public face of Wild Campus, and serve the role of ambassador to Davis' local wildlife. They put on two events each year, our contribution to the Picnic Day wildlife exhibit, Wild Picnic Day, and the annual celebration of local wildlife, Wild Family Day, as well as reach out to the public online, in print, and through external media exposure.

Wild Naturalists:
The Wild Naturalists are composed of six teams, each with a different taxonomic focus (Amphibian/Reptile Team, Bird Team, Fish Team, Insect Team, Mammal Team, and Plant Team). The Wild Naturalists will primarily be serving two roles: carrying out one or more Active Conservation Projects (predetermined according to the team's multi-year plan) a year, most of which will be based within the Wild Reserve as well the Control Site (both located within the UC Davis Putah Creek Riparian Reserve just southwest of central campus), and performing various forms of monitoring within the Wild Reserve to assess the long-term impact that Wild Campus is having on the wildlife communities there.

Wild Forces:
Wild Forces is a unified community of students and citizens who use their collective power to make meaningful impacts in the quality of wildlife habitat in their local community. Anyone can join the Wild Forces; the only requirement is a passion for helping wildlife! There are absolutely no time requirements. Members are free to participate in all, some, or no events as they so choose. Members of the Wild Forces will be alerted of special habitat restoration/enhancement events periodically throughout the year. The special projects will mostly consist of habitat restoration and/or enhancement of various sorts, but any project that benefits local wildlife can qualify.

Wild Campus also does outreach to schools in the Davis community. In the Adopt-a-Wild-Flat program, fourth-grade classes grow native plant plugs for habitat restoration events with the facilitation of Wild Campus members. In the Wild Woodshop program, junior high woodshop students from both Holmes and Emerson Junior High Schools in Davis generously donate their skilled labor to cut and construct Wild Homes for Wild Campus' various programs.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

stars_2-0_ucdavis_innovation-4_wild_campus.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	Yes
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No

Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://wildcampus.ucdavis.edu/