University of California, Los Angeles

The following information was submitted through the STARS Reporting Tool.

Date Submitted: March 20, 2015

STARS Version: 2.0

Table of Contents

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

UCLA has properties beyond the Westwood campus, a second hospital, clinics, research stations, etc. These are included in the greenhouse gas emissions inventory, but many other operational categories focus on the university campus in Westwood and main hospital.

Operational Characteristics

Criteria

n/a

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

Endowment size:

2,000,000,000 *US/Canadian $*

Total campus area:

419 *Acres*

IECC climate region:

Hot-Dry

Locale:

Large city

Gross floor area of building space:

30,414,130 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

1,913,981 *Square Feet*

Floor area of healthcare space:

758,076 *Square Feet*

Floor area of other energy intensive space:

1,182,061 *Square Feet*

Floor area of residential space:

6,547,616 Square Feet

Electricity use by source::

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

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

Energy used for heating buildings, by source::

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

Natural gas	---
Other (please specify and explain below)	---

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

Note, heating and electricity are generated at our Cogeneration Plant. The biogas is from Mountaingate landfill.

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

13

Number of academic departments (or the equivalent):

109

Full-time equivalent enrollment:

42,239

Full-time equivalent of employees:

29,508

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

29,633

Total number of graduate students:

12,212

Number of degree-seeking students:

43,239

Number of non-credit students:

0

Number of employees:

38,602

Number of residential students:

16,484

Number of residential employees:

65

Number of in-patient hospital beds:

805

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

Nurit Katz
Sustainability Coordinator
UCLA Office of 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	28,574	0
Number of sustainability courses offered	521	0
Number of courses offered that include sustainability	0	0

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

46

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

115

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):

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

Currently in the process of updating the course inventory, new one should be available not too long after the Sierra deadline, if you would like, contact us for updates. In the meantime here is the current one.

Department # Course Title
Atmospheric and Oceanic Sciences 1 Climate Change: From Puzzles to Policy
Atmospheric and Oceanic Sciences 1L Climate Change: From Puzzles to Policy — Laboratory
Atmospheric and Oceanic Sciences 2 Air Pollution
Atmospheric and Oceanic Sciences 2L Air Pollution Laboratory
Atmospheric and Oceanic Sciences M10 Introduction to Environmental Science
Atmospheric and Oceanic Sciences M106 Applied Climatology: Principles of Climate Impact on Natural Environment
Afro-American Studies C191 Variable Topics Research Seminars: Afro-American Studies: U.S. Environmental History and Communities of Color
Afro-American Studies C291 Variable Topics Research Seminars: Afro-American Studies: U.S. Environmental History and Communities of Color

Anthropology 161 Development Anthropology

Architecture and Urban Design CM153 Introduction to Sustainable Architecture and Community Planning

Architecture and Urban Design C247A Introduction to Sustainable Architecture and Community Planning

Architecture and Urban Design M271 Elements of Urban Design

Chemical Engineering 2 Technology and Environment

Chemical Engineering 113 Air Pollution Engineering

Chemical Engineering 223 Design for Environment

Earth & Space Sciences 101F Earth's Energy with Fieldwork

Earth & Space Sciences 101 Earth's Energy: Diminishing Fossil Resources and Prospects for Sustainable Future

Economics 134B Economics of Environmental Regulation

Economics M134A Environmental Economics

Economics 139 Economics of Energy

Ecology & Evolutionary Biology 116 Conservation Biology

Environmental Health Sciences C135 Environmental Policy for Science and Engineering

Environmental Health Sciences 208 Built Environment and Health

Environmental Health Sciences 212 Applied Ecology

Environmental Health Sciences C235 Environmental Policy for Science and Engineering

Environmental Health Sciences 296D Research Topics in Environmental Health Sciences: Economic Impacts of Contamination and Remediation of Coastal Waters

Environmental Science & Engineering 277 Leaders in Sustainability

Environment M1A Global Environment: Multidisciplinary Perspective I

Environment M1B Global Environment: Multidisciplinary Perspective II

Environment M1CW Global Environment: Special Topics

Environment M10 Introduction to Environmental Science

Environment M109 Human Impact on Biophysical Environment: What Science Has Learned

Environment 131SL Gender and Sustainability: Local-Global Connections

Environment M132 Environmentalism: Past, Present, and Future

Environment M133 Environmental Sociology

Environment M134 Environmental Economics

Environment M135 California Sustainable Development: Economic Perspective

Environment 138 Effective Methods of Social Change

Environment M153 Introduction to Sustainable Architecture and Community Planning

Environment M155 Energy in Modern Economy

Environment 160 Topics in Environmental Economics and Policy

Environment M161 Global Environment and World Politics

Environment 163 Business and Natural Environment

Environment M164 Environmental Politics and Governance

Environment 170 Environmental Science Colloquium

Environment 180A Practicum: Environmental Science

Environment 180B Practicum: Environmental Science

Environment 180C Practicum: Environmental Science

Environment 185B Education for Sustainable Living Program Action Research

Environment 185C Education for Sustainable Living Program Action Research Leader

Environment 185A Education for Sustainable Living Program Speaker Series

Environment 186 Comparative Sustainability Practices in Local/Global Settings

General Education Clusters M1A Global Environment: Multidisciplinary Perspective I

General Education Clusters M1B Global Environment: Multidisciplinary Perspective II

General Education Clusters M1CW Global Environment: Special Topics

Geography 2 Biodiversity in a Changing World

Geography 5 People and the Earth's Ecosystem

Geography M106 Applied Climatology: Principles of Climate Impact on Natural Environment

Geography M109 Human Impact on Biophysical Environment: What Science Has Learned

Geography 110 Population and Natural Resources

Geography M115 Environmentalism: Past, Present, and Future

Geography 120 Conservation of Resources – North America

Geography 121 Conservation of Resources – Undeveloped World

Geography M128 Global Environment and Development: Problems and Issues

Geography 131 Environmental Change

Geography M229 Resource-Based Development

Law 275 Work, Poverty, and the Law

Law M290 Environmental Law

Law 438 Clinical: Public Policy Clinic: Land Use the Environment and Local Government

Law 505 Seminar: Sustainability, Green Development, and the Law

Law 527 Seminar: Environmental Law and Policy Workshop

Law 909 Mini Course: Environmental Law

Molecular, Cell, and Developmental Biology 80 Green World: Plant Biology for Now and Future

Mechanical & Aerospace Engineering 136 Energy and the Environment

Mechanical & Aerospace Engineering 188 Special Courses in Mechanical and Aerospace Engineering

Management 246A Business and Environment

Physics M155 Energy in Modern Economy

Political Science M122B Global Environment and World Politics

Public Policy C115 Environmental and Resource Economics and Policy

Public Policy C115 Environmental Resource Economics and Policy

Public Policy M149 California Sustainable Development: Economic Perspective

Public Policy M223 Transportation and Environmental Issues

Public Policy CM250 Environmental and Resource Economics and Policy

Public Policy CM250 Environmental Resource Economics and Policy

Sociology M115 Environmental Sociology

Sociology 191L Undergraduate Seminar: Environmental Justice and Sustainability

Sociology 191M Undergraduate Seminar: Social Ecology

Urban Planning 98T Green Growth: Urban Sustainable Development in Less-Developed Countries

Urban Planning CM160 Environmental Politics and Governance

Urban Planning M163 California Sustainable Development: Economic Perspective

Urban Planning CM165 Environmentalism: Past, Present, and Future

Urban Planning CM166 Global Environment and Development: Problems and Issues

Urban Planning 219 Special Topics in Built Environment: Green Collar Jobs, Green Buildings and Social Justice: Pathway to a Sustainable City

Urban Planning 219 Special Topics in Built Environment: LEED Green Building Design – from Inception to Implementation

Urban Planning 234B Conservation in Inhabited Landscapes

Urban Planning M234C Resource-Based Development

Urban Planning M258 Transportation and Environmental Issues

Urban Planning C260 Environmental Politics and Governance

Urban Planning 262 Urban Environmental Problems: Water Resources

Urban Planning 263 Natural Resource Conservation

Urban Planning M264A Environmental Law

Urban Planning M264B Environmental Law

Urban Planning C265 Environmentalism: Past, Present, and Future

Urban Planning C266 Global Environment and Development: Problems and Issues

Urban Planning M267 Environmental and Resource Economics and Policy

Urban Planning M267 Environmental Resource Economics and Policy

Urban Planning 268 Advanced Seminar: Environmental Analysis and Policy

Urban Planning 269 Special Topics in Environmental Analysis and Policy: Smart Growth

Urban Planning 269 Special Topics in Environmental Analysis and Policy: Sustainable Planning and Building Design

Urban Planning 269 Special Topics in Environmental Analysis and Policy: Urban Development and Sustainable Systems

Urban Planning M291 Introduction to Sustainable Architecture and Community Planning

Urban Planning M292 Elements of Urban Design

Atmospheric and Oceanic Sciences 3 Introduction to Atmospheric Environment

Atmospheric and Oceanic Sciences 3L Introduction to Atmospheric Environment Laboratory

Atmospheric and Oceanic Sciences M100 Earth and Its Environment

Atmospheric and Oceanic Sciences 101 Fundamentals of Atmospheric Dynamics and Thermodynamics

Atmospheric and Oceanic Sciences 102 Climate Change and Climate Modeling

Atmospheric and Oceanic Sciences 103 Physical Oceanography

Atmospheric and Oceanic Sciences 104 Fundamentals of Air and Water Pollution

Atmospheric and Oceanic Sciences 130 California's Ocean

Atmospheric and Oceanic Sciences M140 Environmental Chemistry Laboratory

Atmospheric and Oceanic Sciences 150 Atmospheric and Oceanic Sciences Laboratory

Atmospheric and Oceanic Sciences 200B Introduction to Dynamics of Earth System

Atmospheric and Oceanic Sciences M203A Introduction to Atmospheric Chemistry

Atmospheric and Oceanic Sciences M206 Introduction to Biophysical Modeling of Land Surface Processes and Land/Atmosphere Interactions

Atmospheric and Oceanic Sciences M224B Atmospheric Diffusion and Air Pollution

Atmospheric and Oceanic Sciences 230B Atmospheric Chemistry II

Atmospheric and Oceanic Sciences M235 Ocean Biogeochemical Dynamics and Climate

Atmospheric and Oceanic Sciences M272A Seminar: Climate Dynamics

Atmospheric and Oceanic Sciences M272B Seminar: Climate Dynamics

Atmospheric and Oceanic Sciences M272C Seminar: Climate Dynamics

Atmospheric and Oceanic Sciences 277 Seminar: Coastal Ocean

Afro-American Studies M118 Student-Initiated Retention and Outreach Issues in Higher Education

Afro-American Studies M120 Race, Inequality, and Public Policy

Afro-American Studies M165 Sociology of Race and Labor

Afro-American Studies M167A Interracial Dynamics in American Society and Culture

Afro-American Studies M167B Interracial Dynamics in American Society and Culture

Afro-American Studies M173 Nonviolence and Social Movements

Afro-American Studies 188B Race and Public Policy

American Indian Studies M118 Student-Initiated Retention and Outreach Issues in Higher Education

American Indian Studies C145 Contemporary Indigenous Nations

American Indian Studies C178 California Experiences in Native Cultural Resource Management

American Indian Studies C245 Contemporary Indigenous Nations

American Indian Studies C278 California Experiences in Native Cultural Resource Management

Anthropology 150 Study of Social Systems

Anthropology 153P Economic Anthropology

Anthropology M154Q Gender Systems: Global

Anthropology M155Q Women and Social Movements

Anthropology 157 Selected Topics in Social Anthropology: Anthropology of Food

Anthropology 167 Urban Anthropology

Anthropology 252P Comparative Systems of Social Inequality

Anthropology 253 Economic Anthropology

Anthropology 255P Political Economy

Anthropology 258 Work, Gender, and Race

Anthropology 260 Urban Anthropology

Anthropology M266 Health and Culture in Americas

Architecture and Urban Design 131 Issues in Contemporary Design

Architecture and Urban Design M170 Human Environment: Introduction to Architecture and Urban Planning

Architecture and Urban Design M404 Joint Planning/Architecture Studio

Architecture and Urban Design 415 Comprehensive Studio

Architecture and Urban Design 442 Building Climatology

Asian American Studies M118 Student-Initiated Retention and Outreach Issues in Higher Education

Asian American Studies M166C Worker Center Movement: Next Wave Organizing for Justice for Immigration Workers

Asian American Studies M167A Interracial Dynamics in American Society and Culture

Asian American Studies M167B Interracial Dynamics in American Society and Culture

Asian American Studies M239 Race and Ethnicity as a Concept in Practice and Research

Biostatistics M208A Introduction to Demographic Methods

Civil and Environmental Engineering 106A Problem Solving in Engineering Economy

Civil and Environmental Engineering 150 Introduction to Hydrology

Civil and Environmental Engineering 151 Intro to Water Resources Eng

Civil and Environmental Engineering 153 Intro to Environmental Engineering Science

Civil and Environmental Engineering 154 Chemical Fate and Transport in Aquatic Environments

Civil and Environmental Engineering 155 Unit Operations and Processes for Water and Wastewater Treatment

Civil and Environmental Engineering 157C Design of Wastewater Treatment Plants

Civil and Environmental Engineering 157B Design of Water Treatment Plants

Civil and Environmental Engineering 163 Introduction to Atmospheric Chemistry and Air Pollution

Civil and Environmental Engineering 164 Hazardous Waste Site Investigation/Remediation

Civil and Environmental Engineering 199 Directed Research or Senior Project in Civil and Environmental Engineering

Civil and Environmental Engineering 226 Geoenvironmental Engineering

Civil and Environmental Engineering 250A Surface Water Hydrology

Civil and Environmental Engineering 250D Water Resources Systems Engineering

Civil and Environmental Engineering 252 Engineering Economic Analysis of Water and Environmental Planning

Civil and Environmental Engineering 254A Environmental Aquatic Inorganic Chemistry

Civil and Environmental Engineering 259A Selected Topics in Environmental Engineering

Civil and Environmental Engineering M262B Atmospheric Diffusion and Air Pollution

Civil and Environmental Engineering M262A Introduction to Atmospheric Chemistry

Civil and Environmental Engineering 265 Mass Transfer in Environmental Systems

Civil and Environmental Engineering 266 Environmental Biotechnology

Chemical Engineering C118 Multimedia Environmental Assessment

Chemical Engineering C119 Pollution Prevention for Chemical Processes

Chemical Engineering C218 Multimedia Environmental Assessment

Chemical Engineering C219 Pollution Prevention for Chemical Processes

Chemistry/Biochemistry 103 Environmental Chemistry

Chemistry/Biochemistry M104 Environmental Chemistry Laboratory

Chicana and Chicano Studies M118 Student-Initiated Retention and Outreach Issues in Higher Education

Chicana and Chicano Studies M127 Farmworker Movements, Social Justice, and AFL-CIO

Chicana and Chicano Studies M128 Race, Gender, and U.S. Labor

Chicana and Chicano Studies M130 Worker Center Movement: Next Wave Organizing for Justice for Immigration Workers

Chicana and Chicano Studies M147 Transnational Women's Organizing in America

Chicana and Chicano Studies M167A Interracial Dynamics in American Society and Culture

Chicana and Chicano Studies M167B Interracial Dynamics in American Society and Culture

Chicana and Chicano Studies M173 Nonviolence and Social Movements

Civic Engagement 180 Access to Justice: Hope and Reality

Community Health Sciences CM170 Improving Worker Health: Social Movements, Policy Debates, and Public Health

Community Health Sciences 200 Global Health Problems

Community Health Sciences M208 Introduction to Demographic Methods

Community Health Sciences 210 Community Health Sciences

Community Health Sciences 220 Racism and Public Health: Social Epidemiologic Approaches

Community Health Sciences 221 Introduction to Sociocultural Aspects of Health

Community Health Sciences 224 Social Determinants of Nutrition and Health

Community Health Sciences M232 Determinants of Health

Community Health Sciences 235 Influence of Social and Physical Environment on Racial Health Disparities

Community Health Sciences M239 Race and Ethnicity as a Concept in Practice and Research

Community Health Sciences 247 Population Change and Public Policy

Community Health Sciences M260 Health and Culture in Americas

Community Health Sciences M263 Social Demography of Los Angeles

Community Health Sciences M272 Social Epidemiology

Community Health Sciences M287 Politics of Health Policy

Community Health Sciences M294 Social and Behavioral Factors of HIVIAIDS: Global Perspective

Community Health Sciences CM470 Improving Worker Health: Social Movements, Policy Debates, and Public Health

Communication Studies M149 Media: Gender, Race, Class, and Sexuality

Design/Media Arts 158 Design for Environmental Communication

Earth & Space Sciences 1 Introduction to Earth Science

Earth & Space Sciences 5 Environmental Geology of Los Angeles

Earth & Space Sciences 15 Blue Planet: Introduction to Oceanography

Earth & Space Sciences 100 Principles of Earth Science

Earth & Space Sciences C113 Biological and Environmental Geochemistry

Earth & Space Sciences 135 Introduction to Applied Geophysics

Earth & Space Sciences 139 Engineering and Environmental Geology

Earth & Space Sciences 153 Oceans and Atmospheres

Earth & Space Sciences 200B Introduction to Geophysics and Space Physics II: Oceans and Atmospheres

Earth & Space Sciences C213 Biological and Environmental Geochemistry

Earth & Space Sciences M270A Seminar: Climate Dynamics

Earth & Space Sciences M270B Seminar: Climate Dynamics

Earth & Space Sciences M270C Seminar: Climate Dynamics

Economics 110 Economic Problems of Underdeveloped Countries

Economics 113 Gender and Development in Globalizing World

Economics M136 Economic Models of Political Conflict and Conflict Resolution

Economics 137 Introduction to Urban and Regional Economics

Economics 204R Applications of Economic Theory

Economics 204H Applications of Economic Theory: Environmental Economics

Economics 204F Applications of Economic Theory: Natural Resource Economics

Economics M208 Introduction to Demographic Methods

Economics 251B Cost-Benefit Analysis of Public Projects and Programs

Economics 286B Cost-Benefit Analysis of Development Projects

Economics 286A Economic Development

Education M108 Sociology of Education

Education 130 Race, Class, and Education Inequality in U.S.

Education M186 Equal Rights and Unequal Education

Education 234 Education and Social Stratification

Education 275 Race and Education

Education M289A Immigration, Racial Change, and Education in 21st-Century Metropolis

Education M289B Immigration, Racial Change, and Education in 21st-Century Metropolis

Ecology & Evolutionary Biology 10 Plants and Civilization

Ecology & Evolutionary Biology 12 Biodiversity and Extinction: Crisis and Conservation

Ecology & Evolutionary Biology 100 Intro to Ecology & Biodiversity

Ecology & Evolutionary Biology 122 Ecology

Ecology & Evolutionary Biology 123 Marine Ecology

Ecology & Evolutionary Biology 124 Field Ecology

Ecology & Evolutionary Biology M127 Soils and Environment

Ecology & Evolutionary Biology 151B Field Tropical Ecology

Ecology & Evolutionary Biology 154 California Ecosystems

Ecology & Evolutionary Biology 170 Animal Environmental Physiology

Ecology & Evolutionary Biology 200B Ecology

Ecology & Evolutionary Biology 217 Marine Ecology

Ecology & Evolutionary Biology 232 Advanced Ecology

Ecology & Evolutionary Biology M238 Ocean Biogeochemical Dynamics and Climate

Engineering 103 Environmental Nanotechnology: Implications and Applications

Engineering 183EW Engineering and Society

Environmental Health Sciences 100 Introduction to Environmental Health

Environmental Health Sciences C125 Atmospheric Transport and Transformations of Airborne Chemicals

Environmental Health Sciences C140 Fundamentals of Toxicology

Environmental Health Sciences C152D Properties and Measurements of Airborne Particles

Environmental Health Sciences C157 Risk Assessment and Standard Setting

Environmental Health Sciences C164 Fate and Transport of Organic Chemicals in Aquatic Environment

Environmental Health Sciences C185A Foundations of Environmental Health Sciences

Environmental Health Sciences C185B Foundations of Environmental Health Sciences

Environmental Health Sciences C200A Foundations of Environmental Health Sciences

Environmental Health Sciences C200B Foundations of Environmental Health Sciences

Environmental Health Sciences 201 Seminar: Health Effects of Environmental Contaminants

Environmental Health Sciences 202 Seminar: Environmental Chemistry

Environmental Health Sciences 203 Seminar: Ecotoxicology

Environmental Health Sciences 204 Seminar: Exposure Assessment

Environmental Health Sciences 206 Seminar: Applied Coastal Ecology

Environmental Health Sciences C225 Atmospheric Transport and Transformations of Airborne Chemicals

Environmental Health Sciences C240 Fundamentals of Toxicology

Environmental Health Sciences C252D Properties and Measurements of Airborne Particles

Environmental Health Sciences 255 Control of Airborne Contaminants in Industry

Environmental Health Sciences C257 Risk Assessment and Standard Setting

Environmental Health Sciences 258 Identification and Analysis of Hazardous Wastes

Environmental Health Sciences C264 Fate and Transport of Organic Chemicals in Aquatic Environment

Environmental Health Sciences M411 Environmental Health Sciences Seminar

Environmental Health Sciences 461 Water Quality and Health

Environmental Health Sciences M471 Improving Worker Health: Social Movements, Policy Debates, and Public Health

Environmental Science & Engineering M411 Environmental Health Sciences Seminar

Environment 14 Ocean Environment

Environment M111 Earth and Its Environment

Environment 113 Los Angeles Watershed

Environment M114 Soil & Water Conservation

Environment 121 Conservation of Biodiversity

Environment 122 International Integrated Coastal Management

Environment M127 Soils and Environment

Environment M137 Historical Geography of American Environment

Environment M162 Land Use and Development

Environment 184 Basics of Satellite Oceanography

Epidemiology 260 Environmental Epidemiology

Epidemiology 263 Exposure Assessment in Occupational and Environmental Epidemiology

Epidemiology M272 Social Epidemiology

General Education Clusters 22A Toward World Economy: Perils and Promises of Globalization

General Education Clusters 22 Toward World Economy: Perils and Promises of Globalization

General Education Clusters 71CW Biotechnology and Society: Special Topics

Geography 1 Earth's Physical Environment

Geography 104 Climatology

Geography 105 Hydrology

Geography 105A Hydrology: Field and Laboratory

Geography M107 Soil & Water Conservation

Geography 108 World Vegetation

Geography 111 Forest Ecosystems

Geography 118 Medical Geography

Geography 123 Bioresource Management

Geography 124 Environmental Impact Analysis

Geography 125 Health and the Global Environment

Geography M127 Soils and Environment

Geography 129 Seminar: Environmental Studies

Geography 132 Food, Environment, and Agriculture

Geography 135 African Ecology and Development

Geography M137 Historical Geography of American Environment

Geography 148 Economic Geography

Geography 157 Models of Regional Growth and Change

Geography 162 Glacier Environments of California's High Sierra

Geography 166 Environmental Modeling

Geography C194A Research Group Seminars: Controversies in Earth System Science

Geography 205 Climatology Seminar

Geography M206 Introduction to Biophysical Modeling of Land Surface Processes and Land/Atmosphere Interactions

Geography 213 Seminar: Biogeography: Southwestern Pine Forests: Ecology and Politics

Geography 228 Human Security and Environmental Change

Geography 248 Location and Space Economy

Geography M270A Seminar: Climate Dynamics

Geography M270C Seminar: Climate Dynamics

Geography M270B Seminar: Climate Dynamics

Geography 296B Cultural Geography Methods Workshop

Geography C296A Research Group Seminars: Controversies in Earth System Science

Geography 297C Evolution, Ecology, Environmentalism, and Roots of Modern American Geography

Geography 299C Qualitative Methods and Methodology

Global Studies 1 Introduction to Global Studies

Global Studies 100B Globalization: Contemporary Issues

History 144 America in World

History 145A U.S. Urban History: U.S. Cities — Overview

History 164B Topics in African History: Africa and Slave Trade

History 180C Science and Technology in 20th Century

History 202B Seminar: Comparative Modern Economic History

Health Services 235 Law, Social Change, and Health Service Policy

Health Services M242 Determinants of Health

Health Services M287 Politics of Health Policy

Honors Collegium 23 Law and Political Economics of Property and Environment

Honors Collegium 35 The Scientific Method and the Search for Extraterrestrial Life

Honors Collegium 103 Scientific Knowledge, Industrial Growth, and Social Policy

Honors Collegium 113 Work, Gender, and Race in America

Honors Collegium 174 Future Impact of Nano in New Technologies

Human Complex Systems M140D Diversity, Disagreement and Democracy: Can't We All Just Get Along?

Human Complex Systems M145 Ethics and Governance

International Development Studies 100A Introduction to Development Studies: Economic Development and Culture Change (4)

International Development Studies M100B Political Economy of Development

International Development Studies 150 Economics of Developing Countries

Latin American Studies M260 Health and Culture in Americas

Law 270 Public International Law

Law 273 International Human Rights Law

Law M286 Land Use

Law M286 Public Control of Land Development

Law M287 Urban Housing and Community Development

Law 293 Public Natural Resources Law

Law 294 The Law of Environmental Management

Law 342 Climate Law and Policy

Law 350 Energy Law, Policy and Climate Change

Law 419 Clinical: Environmental Law Clinic

Law 439 Clinical: Community Economic Development

Law 441 Environmental Aspects of Business Transactions Clinical

Law 513 Seminar: Advanced Environmental Law and Policy

Law 522 Comparative Urban Planning Law Seminar

Law M526 Seminar: Urban Affairs

Law 554 Seminar: International Environmental Law

Law 555 Seminar: Law and Social Change

Law 591 Seminar: Climate Change

Labor and Workplace Studies M127 Farmworker Movements, Social Justice, and AFL-CIO

Labor and Workplace Studies M128 Race, Gender, and U.S. Labor

Labor and Workplace Studies M165 Sociology of Race and Labor

Labor and Workplace Studies M167 Worker Center Movement: Next Wave Organizing for Justice for Immigration Workers

Labor and Workplace Studies M170 Improving Worker Health: Social Movements, Policy Debates, and Public Health

Labor and Workplace Studies M173 Nonviolence and Social Movements

Labor and Workplace Studies M180 Southern California Regional Economy

Life Science 15 Life: Concepts and Issues

Molecular, Cell, and Developmental Biology 194B Research Group Seminars: Current Topics in Biomedical Sciences

Medicine M160A Health Outreach and Education for At-Risk Populations

Medicine M160B Health Outreach and Education for At-Risk Populations

Medicine 190C Health Outreach and Education for At-Risk Populations

Management 246C Management in Public and Private Nonprofit Sectors

Management 253 International Political Economy

Management M259C Labor Markets and Public Policy

Management 293C Ethical Considerations in Business

Management 298D-4 Special Topics in Management: Green Energy Entrepreneurship

Management 298D Special Topics in Management: Management of Non-profits

Management 298D-9 Special Topics in Management: Social Entrepreneurship

Management 298D Special Topics in Management: Sustainable Management in Latin America

Management 477 The Manager and Business/Society Relationships

Nursing 10 Introduction to Nursing and Social Justice I

Nursing 20 Introduction to Nursing and Social Justice II

Nursing 249 Meeting Health-Related Needs in Underserved Populations

Political Science M106 Economic Models of Political Conflict and Conflict Resolution

Political Science M107 Women and Politics

Political Science M115D Diversity, Disagreement and Democracy: Can't We All Just Get Along?

Political Science M115A Ethics and Governance

Political Science M115B Political Ethics

Political Science M144C Equal Rights and Unequal Education

Political Science 146F Organization Theory, Public Policy, and Administration: Politics, Ethics, and Business

Political Science 146F Politics, Ethics, and Business

Political Science M167C Political Economy of Development

Political Science M216 Toleration, Pluralism, and Diversity

Political Science 227 Foreign Policy Process

Political Science M289A Immigration, Racial Change, and Education in 21st-Century Metropolis

Political Science M289B Immigration, Racial Change, and Education in 21st-Century Metropolis

Psychiatry & Biobehavioral Sciences M288 Social and Behavioral Factors of HIVIAIDS: Global Perspective

Public Health M151 Healthcare in Transitional Communities

Public Health M160A Health Outreach and Education for At-Risk Populations

Public Health M160B Health Outreach and Education for At-Risk Populations

Public Policy 10B CA Policy Issues

Public Policy 10A Introduction to Public Policy

Public Policy 103 Ethics, Morality, and Public Life

Public Policy M120 Race, Inequality, and Public Policy

Public Policy M122 Ethics and Governance

Public Policy CM126 Political Ethics

Public Policy C142 Labor Markets and Public Policy

Public Policy M186C Equal Rights and Unequal Education

Public Policy 206 Political Economy of Policy Adoption and Implementation

Public Policy M220 Transportation, Land Use, and Urban Form

Public Policy M222 Transportation Economics, Finance, and Policy

Public Policy M227 Nonprofit Sector, State and Civil Society

Public Policy M228 Leadership, Development, and Governance of Nonprofit Organizations

Public Policy CM230 Labor Markets and Public Policy

Public Policy M241 Introduction to Regional Planning

Public Policy 242 Regional Development, Urbanization, and Industrial Policy

Public Policy M243 Community Development and Housing Policies: Roles of State, Civil Society, and Nonprofits

Public Policy M244 Transportation Planning

Public Policy M248 Toleration, Pluralism, and Diversity

Public Policy C249 Political Ethics

Public Policy M289A Immigration, Racial Change, and Education in 21st-Century Metropolis

Public Policy M289B Immigration, Racial Change, and Education in 21st-Century Metropolis

Society and Genetics 130 Biotechnology and Society

Social Welfare 100A Introduction to Social Welfare: Policies and Programs

Social Welfare 131 Poverty, Poor, and Welfare Policy

Social Welfare 132 Community Analysis and Community Needs

Social Welfare M206A Homelessness: Housing and Social Service Issues

Social Welfare M241E Leadership, Development, and Governance of Nonprofit Organizations

Social Welfare M290U Community Development and Housing Policies: Roles of State, Civil Society, and Nonprofits

Social Welfare M290S Nonprofit Sector, State and Civil Society

Social Welfare 290C The Nonprofit Sector – An International Perspective

Sociology M142 Healthcare in Transitional Communities

Sociology M162 Sociology of Gender

Sociology M165 Sociology of Race and Labor

Sociology M175 Sociology of Education

Sociology 191F Undergraduate Seminar: Sociology of Globalization

Sociology 191N Undergraduate Seminar: Urban and Suburban Sociology

Sociology M213A Introduction to Demographic Methods

Sociology 213B Techniques of Demographic and Ecological Analysis

Sociology 260 Economy and Society

Sociology M263 Social Demography of Los Angeles

Sociology 285 Special Topics in Sociology: Social Ecology

Sociology M290A Immigration, Racial Change, and Education in 21st-Century Metropolis

Sociology M290B Immigration, Racial Change, and Education in 21st-Century Metropolis

Urban Planning 120 Introduction to Cities and Planning

Urban Planning 121 Urban Policy & Planning

Urban Planning 129 Special Topics in Urban Policy & Research

Urban Planning CM137 Southern California Regional Economy

Urban Planning 141 Planning for Minority Communities

Urban Planning M162 Land Use and Development

Urban Planning M170 Human Environment: Introduction to Architecture and Urban Planning

Urban Planning C184 Looking at Los Angeles

Urban Planning M202A Public Control of Land Development

Urban Planning M202B Public Control of Land Development

Urban Planning M203A/B Seminar: Urban Affairs

Urban Planning 211 Law and the Quality of Urban Life

Urban Planning 219 Special Topics in Built Environment: Built Environment and Health

Urban Planning 229 Special Topics in Planning Methods: China's Urban Sustainability Challenge

Urban Planning M230 Introduction to Regional Planning

Urban Planning 233C Political Economy of Urbanization

Urban Planning 235B Urbanization and Rural Development (NGOs and International Development)

Urban Planning 235A Urbanization in Developing World I

Urban Planning 236B Globalization

Urban Planning C237 Southern California Regional Economy

Urban Planning 237B Urban and Regional Economic Development Applications

Urban Planning 238 Advanced Seminar: Urban and Regional Development

Urban Planning 239 Special Topics in Regional and International Development: Sustainable Urban Development in China

Urban Planning 241C Urban Transportation Planning III

Urban Planning 252 Parking, Transportation, and Land Use

Urban Planning 253 Sprawl

Urban Planning M254 Transportation, Land Use, and Urban Form

Urban Planning M255 Transportation Planning

Urban Planning M257 Transportation Economics, Finance, and Policy

Urban Planning 261 Land-Use Control: Economic and Structural Perspectives

Urban Planning 269 Special Topics in Environmental Analysis and Policy: Food Systems: From Wild Things to Agropolis, and the stuff in between

Urban Planning M270 Homelessness: Housing and Social Service Issues

Urban Planning 271 Community Economic Development

Urban Planning M275 Community Development and Housing Policies: Roles of State, Civil Society, and Nonprofits

Urban Planning M276 Urban Housing and Community Development

Urban Planning C284 Looking at Los Angeles

Urban Planning M287 Nonprofit Sector, State and Civil Society

Urban Planning M288 Leadership, Development, and Governance of Nonprofit Organizations

Urban Planning M404 Joint Planning/Architecture Studio

Urban Planning M470 Improving Worker Health: Social Movements, Policy Debates, and Public Health

World Arts and Culture 210 Ethnography of and as Colonialism

Women's Studies M117 Women and Politics

Women's Studies M147C Transnational Women's Organizing in America

Women's Studies M149 Media: Gender, Race, Class, and Sexuality

Women's Studies M154Q Gender Systems: Global

Women's Studies M155Q Women and Social Movements

Women's Studies M162 Sociology of Gender

Women's Studies 168 Feminist Economics in Globalizing World

Women's Studies 210 Topics in Women and Public Policy

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

http://www.sustain.ucla.edu/our-initiatives/education-and-research/sustainability-courses/

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

Using this definition, we excluded courses if they addressed a single, disciplinary perspective on a subject that relates to sustainability, but that did not expressly incorporate sustainability or environmental content (e.g., courses that teach the fundamentals of natural sciences, economics, social policy, etc.).

To identify the courses at UCLA that meet the above criteria we used a three-step process. We first started with lists of courses that had been compiled in two previous efforts to catalog sustainability courses at UCLA. We are very grateful to those who launched these initial efforts, especially Amy Hensley and Prof. Richard Ambrose, in 2007, and Zeta Yu-Peralta, in 2008. Second, a team of dedicated and

enthusiastic undergraduate interns was enlisted to augment these previous lists by scanning the entire UCLA Catalog for additional courses that might fit our criteria. Third, the combined list was then reviewed, culled, and approved by members of the Academic Subcommittee. This list has been updated a number of times since then, a comprehensive update of the inventory is currently underway. For the previous version of STARS grad and undergrad courses were not separated out, so we have listed them all under undergraduate for now, but will be updating that data soon into two separate lists. Unfortunately it was not able to be ready for this years Sierra rating.

Many of the courses on the list are "multiple-listed" courses, meaning the same course is listed as being offered by two or more different departments. We felt that listing all versions of a course was more comprehensive, more useful for students looking for courses, and better reflected the broad reach of sustainability courses at UCLA.

We recognize that, even after this comprehensive effort, the list likely contains errors. We have made our best effort to be thorough in our identification of courses so as to make the list most useful for students seeking courses with substantial sustainability content. We will continue to refine the list by adding or deleting courses as errors become known to us either through periodic reviews or feedback from students and faculty.

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

Each course was counted as a single course regardless of the number of offerings or sections

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

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:

UCLA does not track learning outcomes specifically.

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

Undergraduate Program

Responsible Party

J. Cully Nordby
Academic Director
Institute of the Environment 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):
Environmental Science Major

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

The major in Geography/Environmental Studies develops and deepens students' understanding of environmental issues; it explores problem-solving approaches from an interactive people/nature viewpoint and involves analysis of social, physical, and biotic environmental systems. The major's uniqueness lies in its emphasis on its geographical perspective of human impacts on natural systems, as well as of implications of global change on local and regional human systems.

The website URL for the undergraduate degree program (1st program):
http://www.environment.ucla.edu/academics/article.asp?parentid=417

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

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

The major in Geography/Environmental Studies develops and deepens students' understanding of environmental issues; it explores problem-solving approaches from an interactive people/nature viewpoint and involves analysis of social, physical, and biotic environmental systems. The major's uniqueness lies in its emphasis on its geographical perspective of human impacts on natural systems, as well as of implications of global change on local and regional human systems.

The minor url is here:

http://www.geog.ucla.edu/undergraduate/geoges-minor-14w

The website URL for the undergraduate degree program (2nd program):
http://www.geog.ucla.edu/undergraduate/geoges-major-14w

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):
Environmental Systems and Society Minor

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

The Environmental Systems and Society minor is designed for students who wish to augment their major program of study with courses addressing the relationships between environmental science and associated social and political issues. The minor seeks to impart a deeper understanding of environmental systems related to air, land, water and biological resources. A main goal of the program is to provide

students with a foundation for sound decision making as a professional and a citizen.

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

http://www.environment.ucla.edu/academics/article.asp?parentid=408

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

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

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

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

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

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

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

Graduate Program

Responsible Party

J. Cully Nordby
Academic Director
Institute of the Environment 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):
Environmental Science and Engineering Program (ES&E)

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

The ES&E program is a professional doctorate program that provides students the scientific, engineering, and policy skills to translate their research into effective environmental action. The ES&E program uses an interdisciplinary approach to develop leaders in environmental science and policy.

The website URL for the graduate degree program (1st program) :
http://www.ph.ucla.edu/ese/

The name of the sustainability-focused, graduate-level degree program (2nd program):
Public Policy – Environmental and Natural Resource Policy

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

The Department of Public Policy offers a specialization in Environmental and Resource Policy as part of the Masters in Public Policy professional degree program. Students gain knowledge critical for writing laws and regulations, creating new domestic or international institutions, supervising environmental organizations, and operating environmental protection programs and resource management efforts.

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

http://www.spa.ucla.edu/ps/webfiles/con_template.cfm?display=concen/enviro_overview.cfm&conid=e
nviro&cat=overview

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

Urban Planning – Environmental Analysis and Policy

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

The Department of Urban Planning offers a specialization in Environmental Analysis and Policy as part of the Masters of Arts in Urban Planning program. The program is concerned with broader questions of environmental policy and the role of environmental issues in the overall planning process in both domestic and international settings.

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

http://publicaffairs.ucla.edu/content/environmental-analysis-and-policy

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

Clean Energy for Green Industry (Clean Green) IGERT:

http://cleanenergy.ucla.edu/about.html

Additional programs listed here:

http://www.sustain.ucla.edu/our-initiatives/education-and-research/academic-programs/

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):

Leaders in Sustainability

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

This award winning certificate program enables graduate students from any area on campus to reach out beyond their departmental studies to incorporate interdisciplinary sustainability courses and sustainability-focused community research into their graduate education. Sustainability, defined as the simultaneous consideration of economic, environmental and social factors, has become a key element in decision making in many areas of business and public policy. By definition, sustainability requires a multi-disciplinary perspective. Leaders in Sustainability allows students to create a program tailored to their needs and background, by choosing among the sustainability related opportunities at UCLA. Students take a core course in sustainability and relevant electives and participate in leadership training. Additionally, students have a positive impact on the community as they learn experientially by collaborating on client projects for local businesses, nonprofits, and government agencies. Leaders in Sustainability students also give themselves a career edge by developing a broad knowledge of topics that are increasingly relevant to employers.

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

http://www.environment.ucla.edu/lis/

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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.

"---" 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:

Thailand Travel Study program: UCLA Institute of the Environment and Sustainability students aided Thailand's tsunami-affected villages, restoring the water onion (Crinum thaianum) as part of their fieldwork and community service in the 2004 tsunami-affected villages. The students were part of a work group, which included the Youth Conservation Club of Kuraburi City, Phang Nga Province, that assessed the water quality of streams with the water onion vis-à-vis those without, and also transplanted specimens from on stream with an abundance to a more protected area. It was a five week program that consisted of academic fieldwork and community service in the beach and coastal communities on Thailand's North Andaman Seacoast.

http://www.environment.ucla.edu/news/article.asp?parentid=5711

African Studies: Senegal - Sustainable Community Development: Offered by the UCLA African Studies Center and the Institute of the Environment and Sustainability, this program is focused on sustainable community development in Senegal, West Africa. The program will build on existing projects based in Dakar and Guede Chantier, Senegal. Students will commit to a rigorous program combining academic coursework and language training with fieldwork in selected Senegalese villages. Appropriate for students working in international development studies, African studies, environmental science, global studies, public policy, public health, or others in the social and human sciences committed to a greener and more equitable future.

www.international.ucla.edu/article.asp?parentid=115919

www.ieo.ucla.edu/TravelStudy/AfricanStudies-Senegal/overview.htm

Additionally the UCLA Anderson School of Management has offered sustainable business related immersive programs in Costa Rica.

http://www.anderson.ucla.edu/centers/center-for-global-management/programs/global-immersion-pro

gram-for-current-students

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

http://www.ieo.ucla.edu/TravelStudy/AfricanStudies-Senegal/overview.htm

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Sustainability Literacy Assessment

Incentives for Developing Courses

Responsible Party

J. Cully Nordby
Academic Director
Institute of the Environment 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:

Sustainability Across the Curriculum UCLA Faculty Workshop

In May 2011, 20 UCLA faculty representing 16 different departments participated in a day-long workshop designed to help them infuse relevant concepts of sustainability into existing undergraduate courses.

This workshop was based on the successful model from AASHE and was developed for UCLA by Dr. Cully Nordby, Academic Director of the Institute of the Environment and Sustainability, and Prof. Suzanne Paulson, Dept. of Atmospheric and Oceanic Sciences. The workshop was facilitated by Dr. Geoffrey Chase, Dean of Undergraduate Studies and the Director of the Center for Regional Sustainability at San Diego State University.

Faculty attended this workshop, learned about UCLA sustainability goals and strategies, discussed and expanded their knowledge about concepts of sustainability, and brainstormed with each other about how they might include relevant aspects of these concepts in their courses. Following the workshop, participants were able to apply for funding to work up a new syllabus, module, lesson plan, lab exercise, etc..

In November 2012, the faculty who had participated in the workshop showcased their revamped courses in a Sustainability Across the Curriculum faculty networking event that was open to all UCLA faculty. Several faculty from a variety of disciplines described how they infused relevant sustainability concepts into their existing courses. Over 40 UCLA faculty from 20 different units attended the event which included a working lunch during which small groups of faculty (divided into disciplines) contemplated a variety of sustainability topics and discussed how they might be incorporated into their courses.

Sponsors of the workshop and networking event included:

Academic Senate
Office of Instructional Development
Institute of the Environment and Sustainability
Library
International Education Office
Summer Sessions
Office of Sustainability
ASUCLA The Green Initiative Fund

Another round of workshop and networking events are slated for the 2015-16 academic year.

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

Incentives include:

1) Office of Instructional Development mini-grant (up to $1200) to be used for assistance from a Graduate Student Researcher, instructional media, field trips, guest speaker honoraria, lab materials, etc..

2) $100 gift card to the ASUCLA store

3) Campus sustainability tour led by Nurit Katz, UCLA Chief Sustainability Officer

4) Several meals and snacks

5) Some fun and new colleagues

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

http://www.environment.ucla.edu/newsroom/rsvp-now-profs-learn-new-ways-to-teach-sustainability/

Campus as a Living Laboratory

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	Yes
Public Engagement	---
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 campus has been used as a living laboratory for energy and climate in order to help further campus climate neutrality goals. Undergraduate students in the Action Research Team course, partnering with UCLA sustainability have done a variety of studies and outreach related to climate change and renewable energy.

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:

MBA students working with the Chief Sustainability Officer as a client/advisor did a project examining the feasibility of LEED EB at the Anderson School of Management. The data from that project has been useful in developing a plan for LEED EB on campus. An Action Research Team of undergraduate students continued and broadened that study, working with a Principal Planner and LEED lead from Capital Programs to look at campuswide credits for LEED EBOM, and design outreach materials for Green Buildings.

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 2013 Sustainable Food Systems Action Research Team worked to help UCLA Dining Services make progress towards the University of California goal of 20% sustainable food purchases by 2020. The team contacted and analyzed farms and ranches to determine if their products met a number of sustainability criteria. For outreach, the team conducted a student survey on multiple platforms in order to assess resident preferences, support, and knowledge of sustainable food. The team provided this information to dining staff to aid in the implementation of their sustainability objectives.

In addition, student groups such as Bruins for Animals and E3 (Ecology, Economy, Equity) are studying the environmental impacts of diet and dining choices. They aim to quantify the amount of water saved indirectly through the Beefless Thursday program in all of the residential dining halls. In the process, they hope to educate the student body about making sustainable dining choices.

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:

UCLA Department of Electrical Engineering and the Institute of Environment and Sustainability collaborate with UCLA Housing & Hospitality Services' University Village apartments to investigate how real-time energy consumption feedback can be used as an effective tool for energy conservation. The research group has equipped apartments with appliance-level metering and provides detailed, target consumer messaging to residents.

Multiple undergraduate student teams in our Action Research Team program have done projects related to energy- including corridor lighting studies and measuring the savings from behavioral change of people taking the stairs rather than the elevator.

Students in the Powersave Green Campus intern program have led fume hood energy competitions leading to significant energy savings. The students get training in efficiency and audits through the program.

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:

An undergraduate team of students in our Action Research Team program conducted studies of student perceptions of drought tolerant landscaping and artificial turf and made recommendations that led to landscape changes in the residential areas.

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:

Undergraduate teams work with UCLA Transportation through the Action Research Team course and contribute valuable data to bike planning.

Professor Rajit Gadh and the UCLA Smart Grid Research Center have installed smart EV charging stations across campus, increasing EV charging and assisting UCLA in meeting transportation goals, while contributing to important research.

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:

Multiple undergraduate student teams in the Action Research Team course have focused on waste and recycling, measuring food waste in the dining halls, mapping which bins are over-impacted, coming up with plans for switching the campus to commingled bins, and other projects. These projects have had a significant positive impact on UCLA's diversion rate.

In addition to these projects, students in the Masters in Urban Planning program did a final client project on UCLA's Zero Waste strategy which contributed valuable recommendations that were applied in UCLA's first official Zero Waste Plan.

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:

The UCLA Water Technology Research Center and UCLA Facilities Management partnered on a pilot of a smart water system to treat blowdown water from the campus cogeneration plant cooling towers. Soon a permanent installation of that technology will save the campus 17.3 million gallons a year.

Undergraduate students in the Action Research Team course have done multiple water related projects, including water audits of the showers in the gym, resulting in a low flow shower retrofit, a study of water timing on faucets that the plumbing shop integrated into their decision making on faucet timers, and a current project doing building water audits.

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

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

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:

Undergraduate students in the Action Research Team program conducted research on UCLA's new Tobacco Free campus policy. They contributed valuable outreach and measured the impact of the program through counting cigarette butts across campus. Another team focused on encouraging people to take the stairs, and that project is now being utilized by a Healthy Campus stair WELL campaign.

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:

Undergraduate students through the Action Research Team course worked with key stakeholders at the UCLA Fund to evaluate the feasibility of a Responsible Investing Committee. Although a committee has not yet been established, their research has definitely influenced the ongoing conversation on sustainable investing.

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

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

Faculty and students are currently doing applied biodiversity work on campus, both at Sage Hill, studying native CA plants, and through a study of reptile life using boards placed across campus.

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

http://www.sustain.ucla.edu/our-initiatives/education-and-research/living-laboratory-projects/

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

J. Cully Nordby
Academic Director
Institute of the Environment 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:

399

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

2,802

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

63

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

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

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

link here:

https://www.icca.ucla.edu/ucla-environment-sustainability-task-force-release-draft-report-reque

sts-feedback

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

The research inventory is based on a campus-wide survey that was completed as part of an environment and sustainability task force process in the Office of Interdisciplinary & Cross Campus Affairs. A team of students working with the Office of Sustainability and the Institute of the Environment and Sustainability used web searches to update the 2010 version of the inventory. The inventory was then reviewed by faculty on the list as well as all UCLA Deans.

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

http://www.sustain.ucla.edu/our-initiatives/education-and-research/

and

http://www.sustain.ucla.edu/news/news/

The website URL where information about sustainability research is available:

http://www.sustain.ucla.edu/our-initiatives/education-and-research/

Support for Research

Responsible Party

Michael Swords
Executive Director
Office of the VC for Research - Strategic Research Initiatives

Criteria

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

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

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

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

Yes

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

The National Science Foundation Integrative Graduate Education Research Traineeship (IGERT) on Clean Energy for Green Industry at UCLA is a 3 year fellowship that provides a $30,000 stipend/year, tuition, fees, travel stipend to participate in a scientific conference or workshop, internships and international experience. The fellowship will develop leaders in environmental energy through integrated research and coursework in the science, business and policies of clean technology. Completion of a 1-3 month cross-disciplinary internship with an industrial partner or national laboratory is encouraged.

Each fellow's participation includes academic, research training and professional development with scientific, business and policy emphasis.

Program features include clean energy lecture, laboratory and seminar-based curriculum, internships or international experience, business development and small company opportunities along with community involvement activities in K-12.

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

http://cleanenergy.ucla.edu/

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

Yes

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

The Office of the Vice Chancellor for Research (OVCR) and the Academic Senate Council on Research (COR) have established a Seed Grant Opportunity to Enhance Transdisciplinary Research/Scholarship. The goal of this novel grant mechanism is to provide significant resources to faculty from the Humanities, Arts and Social Sciences for the purposes of exploring new areas of research scholarship across disciplines. The OVCR and COR wish to stimulate the faculty to seek collaborations beyond their own disciplines. We believe that these humanistic disciplines, the core of any great research university, can more broadly interact across the campus to enhance creation of new knowledge and scholarship. Some illustrative examples of projects/themes might include cyberpoetry, medical narrative, art applied to engineering design, performance and medicine, digital embodiments and learning, neurolinguistics and pattern recognition, diversity research, poverty, evolution environment and human migration, a symposium about a particular theme with specific expected collaborative research outcomes, etc. This list is merely intended to provide suggestions and is not intended to be restrictive.

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

https://ccle.ucla.edu/course/view.php?name=TSGF

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

No

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

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

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:

UCLA Library plays an active role in sustainability at UCLA and is represented on the UCLA Sustainability Academic subcommittee. The library has a comprehensive sustainability research guide and resources linked below.

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

http://guides.library.ucla.edu/sustain

Access to Research

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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:

109

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

109

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

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

A copy of the open access policy:

OpenAccess_adopted_072413.pdf

The open access policy:

Uploaded

The website URL where the open access repository is available:

http://escholarship.org/

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

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

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

Emma Sorrell
Sustainability Manager
Housing and Hospitality Services

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:
42,190

Name of the student educators program (1st program):
Team Green on the Hill

Number of students served (i.e. directly targeted) by the program (1st program):
11,049

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

Using their training sessions as a framework, Coordinators educate the Team Green Members at monthly meetings and develop building-wide sustainability programming. Team Green Coordinators additionally monitor sustainability operations on their floors and serve as a resource for all residents for needs and interests involving waste management, sustainable food systems, water use, energy conservation, and more. Both Coordinators and Team Green Members coordinate and participate in quarterly hall and hill-wide sustainability programs and larger initiatives, such as the annual energy conservation competition.

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

The Team Green program operates within on-campus housing and is geared towards residential student. The program has two main student positions, Team Green Coordinators and Team Green Members. There is 1 Team Green Coordinator for each residence hall, who is selected via application process by their Residential Building Association. The Coordinators recruit Team Green Members from within their hall, who serve as hall sustainability ambassadors. Being a Team Green Member is open to all residential students.

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

At the beginning of the academic year all Team Green Coordinators participate in a multi-day training session to establish the mission of Team Green, establish expectations, and set year-long goals for programming. The Coordinators participate in co-curricular education workshops, held five times throughout each ten week quarter. The workshops are facilitated by the staff Team Green advisers and incorporate a presentation on an environmental topic, outline information that can be translated into new public mediums, and examples of programs that students can create using the information. Additionally, weekly meetings serve as a forum for idea sharing and allowing students to voice their ideas and opinions regarding sustainability in the residence halls.

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

Team Green receives an annual budget for both operations and programming from Residential Life. Additional funding is available through The Green Initiative Fund (TGIF), which is managed by Associated Students. Administrative support in the form of staff advisers is provided by Emma Sorrell, Sustainability Manager of Housing & Hospitality Services, and Josh O'Connor, Leadership Development Coordinator for Residential Life.

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

PowerSave Green Campus Program

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

31,141

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

The PowerSave Green Campus Program seeks energy savings on university campuses through a student-led energy efficiency campaign to educate students, staff, faculty, and the local community on the importance of energy conservation and to realize energy savings by establishing ongoing environmental projects at the University of California, Los Angeles campus. Such projects seek to reduce energy waste through improvements in energy use behaviors, student purchasing decisions, and operational changes.

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

PowerSave Green Campus interns submit a formal application, writing sample, and interview with UCLA stakeholders.

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

PowerSave Green Campus interns receive formal training in performing energy audits and other energy related topics twice per year during semi-annual PowerSave Green Campus statewide meetings.

LEED-accredited professionals also provide training on LEED related topics to PowerSave Green Campus interns.

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

The Green Campus Program is funded, supported, and supervised by the Alliance to Save Energy and UCLA Facilities Management, with UCLA stakeholders as advisors.

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

Sustainable Living Community

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

84

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

The Sustainable Living Community is run by two student Resident Advisers and provides educational and engagement opportunities for students interested in sustainable living and environmental advocacy. The student leaders organize programming and educational activities for the other residents, focusing on the social, economic, political, and scientific issues affecting Earth's urban, rural, and global environment. This program also helps connect interested students with a variety of resources and groups across campus, including UCLA Sustainability. Most recently, the Sustainable Living Community leaders created a reusable dishware program for their residents so that all future programs can be zero waste. They conduct both active and passive programming, as well as field trips and events.

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

When applying to be a Resident Advisor, students have the option of applying to a specific theme community. The application consists of an essay question asking about sustainability background and vision for the program.

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

The Sustainability Theme leaders receive formal training for their role as a theme community educator. In addition to requiring a background in, and working knowledge of sustainability, these students receive training on sustainable living and UCLA sustainability initiatives.

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

The Sustainability Community receives extra funding on top of the standard allocation for sustainability-related programs.

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

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

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

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

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

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

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

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

https://reslife.ucla.edu/green/

Student Orientation

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

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

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

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

"---" 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:

Undergraduate/transfer orientation - In Fall 2010 orientation, a "Green Guide to Life at UCLA" was given to all incoming on-campus residents, most of whom are the new undergraduate students. This publication was co-created by the Education for Sustainable Living Program (ESLP), UCLA Sustainability, Office of Residential Life, and Housing & Hospitality Services. It orients students to the resources the campus offers in sustainability. This document will be updated again in fall 2014. There is an annual Enormous Activities Fair held during zero week (prior to the Fall quarter starting) for all student groups/clubs on campus to promote themselves; most of the sustainability student groups, such as E3 and ESLP, participate.

UCLA Orientation Counselors are also provided with information they need to inform incoming and transfer students of UCLA's sustainable practices on campus and in the residence halls.

UCLA has also created a sustainability-focused campus tour for prospective students and the community. The tour is given during orientations and other events, and is also available online as a self-guided tour. Features of the tour include LuValle Commons, an eatery that was the location of a pilot greening program, La Kretz Hall, our first LEED Certified building, the Cogeneration Plant, and a green roof demonstration on the Public Affairs Building. In addition, the UCLA Sustainability Coordinator also trains all of the campus tour leaders to integrate sustainability into the standard campus tours.

Graduate orientation - At new graduate orientation, the Graduate Students Association (GSA) passes out fliers about sustainability and has a panel on sustainability resources on the UCLA campus. Additionally, there is a panel during graduate orientation that explains what UCLA is doing for sustainability. Faculty, administration, and grad students address how you can get involved in sustainability at UCLA.

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

http://www.housing.ucla.edu/greenguide

Student Life

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	---
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:

UNDERGRADUATE GROUPS

DIG: The Campus GARDEN COALITION AT UCLA

The student garden expanded in 2013 and registered as our own student organization (Dig: the Campus Garden Coalition at UCLA) with the Center for Student Programming to fortify the structure of the garden group while taking on new and different roles on campus (though our roots still run deep with our parent organization, E3: Ecology, Economy, Equity). The leadership council positions of Dig are open to both undergraduate and graduate or professional school students while visitors and volunteers of any kind are welcome in the gardens. The organization seeks a diverse membership comprised of students, staff, faculty, alumni, and other volunteers/visitors.

To learn more about Dig, visit their website.

Education for Sustainable Living Program (ESLP)

Some undergraduate groups have developed a number of peer-to-peer education programs, including the Education for Sustainable Living Program (ESLP), founded by E3, which brings world renowned authors, activists, and academics to the campus to speak on the interconnected and interdependent nature and challenges of the 21st century. During winter and spring quarters, ESLP students can participate in action research teams. Each team collaborates with members of the faculty and campus administration to guide and direct research intent on offering and implementing sustainable alternatives to current practices and policies. Other education programs, by both CalPIRG and Environmental Bruins, have focused on taking UCLA students into K-12 classrooms to teach environmental education, as well as taking UCLA students out into nature to learn about and gain appreciation for our local ecosystems.

To learn more about the Education for Sustainable Living Program visit the visit the ESLP website

E3 and the California Student Sustainability Coalition

In 2003, it was a group of students who initiated the Green Building and Clean Energy Policy with the UC Regents, and out of that success, the California Student Sustainability Coalition (CSSC) was born. Since that time, the CSSC has been working with UC Office of the President on further expansions of that policy. The CSSC at UCLA, now known as E3 for ecology-economy-equity, requested the creation of the Campus Sustainability Committee in 2004, and has continued to be a driving force for sustainability throughout the university.

Visit the CSSC at

www.sustainabilitycoalition.org

Learn about and join E3 at UCLA

Associated Students of UCLA and the Undergraduate Student Association

Both the Undergraduate Student Association Council (USAC) and the Associated Students of UCLA (ASUCLA) have demonstrated their commitment to sustainability. USAC made sustainability a key area of concentration and has begun to promote sustainability efforts in the residence halls, as well as throughout the undergraduate student government offices. ASUCLA, the largest student-run student union in the country, agreed to develop a policy on sustainability as well as sustainability plan, all because of student efforts.

To learn more about ASUCLA's sustainability efforts visit

www.asucla.ucla.edu/sustainability/

Rainforest Action Network

RAN campaigns for the forests, their inhabitants and the natural systems that sustain life by transforming the global marketplace through education, grassroots organizing, and non-violent direct action. Additionally, they aim for students to understand the connections between

the multiple social justice issues that involve and lead to environmental degradation. The RAN contingent at UCLA is a group with an international focus that hopes to bring a new sense of activism for social and environmental justice to UCLA.

To learn more about RAN's sustainability efforts visit

http://www.ran.org/

UCLA Bicycle Coalition
The UCLA Bicycle Coalition unites the diverse bicycling community in order to make UCLA and the broader Los Angeles region a safe and enjoyable place to ride.

To learn more about UCLA Bicycle Coalition's sustainability efforts visit

http://bikeucla.wordpress.com/

Engineers without Borders
Their mission is to partner with disadvantaged communities to improve their quality of life through implementation of environmental and economically sustainable engineering projects, while developing internationally responsible engineering students. EWB-UCLA strives to uphold this vision; furthermore, they hope to encourage local community awareness of environmental/global issues through outreach and education programs.

To learn more about Engineers without Borders' sustainability efforts visit

http://sites.google.com/site/ewbucla

Climate 411
Climatepedia is an online hub for climate change information designed to make the complex nature of climate science accessible to the general public. The site brings together related news, media, and blog commentary to increase public understanding and awareness of climate science. A key feature of the site is a climate change blog that allows professors and other experts to discuss current research and provide insight into the field.

The project is an initiative run by Climate 411, a UCLA student organization.

Visit Climatepedia at

www.climatepedia.org

.

Net Impact UNDERGRAD
Net Impact Undergrad at UCLA is a global non-profit organization of students and professionals using business to improve the world. This is an exciting new program involving undergraduates who wish to leverage their influence for the benefit of society, the economy, and the environment.

To learn more about Net Impact's sustainability efforts visit

http://netimpactucla.wordpress.com/

Sustainable Youth

Members of Sustainable Youth teach grammar school students about environmental issues currently facing Los Angeles and the World. Students are taught once a week during hour long sessions for nine weeks.

To learn more about Sustainable Youth's sustainability efforts visit

http://www.e3ucla.org/sustainable-youth.html

UCLA Student Welfare Commission: EARTH

Formerly known as SWC Recycling Committee, EARTH (Environmental Awareness, Recycling, and Terrestrial Health) promotes sustainability in student lifestyles because they believe that student wellness stems from living in a clean environment. They educate students on environmental issues and put on activities and programs that promote reusing materials, reducing consumption, and recycling waste.

To learn more about UCLA Student Welfare Commission: EARTH's sustainability efforts visit

http://www.ucla-usac.org/swc/?page_id=2154

Student Advocacy

Undergraduates have also campaigned for such things as sweatshop-free apparel and fair trade coffee in the student union, workers rights, climate change solutions such as solar, and an end to genocide in Darfur. Other undergraduate student groups also involved in the sustainability movement on campus, besides those mentioned above, include, but are not necessarily limited to the Rainforest Action Network, UCLA Bicycle Coalition, and Engineers without Borders.

GRADUATE GROUPS

Graduate student groups promoting sustainability on campus and beyond include the UCLA GSA Sustainable Resource Center (SRC), the UCLA Anderson Net Impact Chapter, the Sustainable Urban Network (SUN), the Environmental Law Society, and the Leaders in Sustainability certificate.

GSA Sustainable Resource Center

The SRC was established by the Graduate Student Association to promote sustainability through facilitating the provision of resources, information, and education to the graduate student body, campus and community. The SRC is a place where students can come to ask questions, access publications from the Center's lending library, or use a computer to research sustainability topics. A comprehensive website provides an extensive calendar of campus and community events and campaigns, as well as links to student groups, research centers and community resources. The Center also hosts lectures and forums on topics related to sustainability. For more info visit

http://www.gsa.asucla.ucla.edu/src

Net Impact

Net Impact is a dynamic and rapidly expanding network of MBAs and alumni one of the most progressive and influential in existence today. Members share a passion for exploring the interdependence of business and social responsibility while in business school and throughout their professional careers. The UCLA chapter has been active in hosting numerous events and forums. For more info visit

http://anderson.campusgroups.com/netimpact/about/

Sustainable Urban Network
The Sustainable Urban Network (SUN) is a student organization hosted by the Urban Planning Department, and committed to shifting mindsets toward sustainable living in an urban environment. They promote awareness and minimization of the ecological impact caused by humans. For more info visithttp://sunucla.blogspot.com/

Environmental Law Society
UCLA's Environmental Law Society (ELS) provides opportunities for students to learn about environmental law, and socialize with like-minded individuals interested in working towards a cleaner environment. ELS arranges speaker events on a wide variety of environmenal issues, coordinates UCLA participation in inter-school environmental moot court and negotiations competitions, organizes environmentally-focused outings and works to green the law school. For more info visit:

http://uclaels.weebly.com/

.

Leaders in Sustainability
The Leaders in sustainability certificate program is aimed at graduate students (masters and doctoral) who will become decision-makers in various types of organizations (businesses, non-profits, governmental, etc) and who will have to address the three dimensions of sustainability. The emphasis is open to all graduate students at UCLA. Currently there are over 150 students participating in the program from departments as diverse as the Anderson School of Management, the School of Law, the School of Public Affairs, the School of Public Health, the Henry Samueli School of Engineering and Applied Science, the School of Arts & Architecture, Geography, Economics, and others. Leaders in Sustainability allows students to create a program tailored to their needs and background, by choosing among the sustainability related opportunities at UCLA. Students take a core course in sustainability and relevant electives and participate in leadership training. Additionally, students have a positive impact on the community as they learn experientially by collaborating on client projects for local businesses, nonprofits, and government agencies. Leaders in Sustainability students also give themselves a career edge by developing a broad knowledge of topics that are increasingly relevant to employers. For more info, visit:

http://environment.ucla.edu/lis/

The website URL where information about student groups is available:

http://www.sustain.ucla.edu/our-initiatives/student-organizations/

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:

E3-Ecology, Economy, Equity Community Garden: In 2006 students from the organization E3-Ecology, Economy, Equity established an organic garden on campus. The organic garden, located at Sunset Recreation, features various vegetables, herbs, fruits, and flowers. In 2010 the first classes were offered in collaboration with UCLA Recreation; students can enroll in weekly classes at the garden working with a certified Master Gardener. There are additional container gardens under construction around campus this year.

E3-Ecology, Economy, Equity Community Garden:

www.e3la.org

, and garden site below.

Dining's Organic Herb Garden: UCLA Housing & Hospitality has an organic herb garden that grows herbs to be incorporated into a number of residential restaurants. Student groups, staff, and residents all participate in the management of the garden.

Dining's Organic Herb Garden:

http://www.sustain.ucla.edu/our-initiatives/housing/dining-green/herb-garden/

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

http://digucla.org/

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

ASUCLA, Associated Students UCLA, is a non profit that manages dining facilities and book stores on campus. The organization has a student majority board, and student employees, and a comprehensive sustainability program linked below.

UCLA Student Food Coop

https://www.facebook.com/studentfoodcoopatucla

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

http://asucla.ucla.edu/target-zero-waste-3/

A brief description of the sustainable investment or finance initiatives:

The Anderson Social Venture Fund (ASVF) strives to harness the intellectual and financial capital of the UCLA Anderson School of Management community to make strategic investments in non-profit and for-profit socially-conscious organizations in the LA region and abroad. Not only does ASVF make equity investments or low-or no-interest loans, but the UCLA Anderson Community provides additional value to portfolio organizations through short-term consulting engagements, board participation, and access to our academic resources.

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

http://andersonsvf.blogspot.com/

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

UCLA holds a large variety of sustainability events on campus with students as the intended audience, including the following:

The Education for Sustainable Living Program (ESLP), supported by the UCLA Institute of the Environment and Sustainability, is the primary research, education, and outreach component of the statewide California Student Sustainability Coalition. They host sustainability events including:

- Documentary Film Series
A film series shown weekly on campus intended to interest and motivate students not already involved with the program to become aware of the problems and participate in the development of their solutions.

- Lecture Series (Environment 185)
A lecture series during the Spring Quarter inviting world renowned authors, activists, and academics to come and speak on the interconnected and interdependent nature and challenges of the 21st century and engage in the discussion of sustainable solutions with the students.

For more information on ESLP, visit:

http://www.environment.ucla.edu/academics/article.asp?parentid=1050

Co-organized by students from the UCLA Anderson School of Management and UC San Diego Rady School of Management, the California Clean Innovation (CACI) Conference provides a forum for entrepreneurs, investors, and managers to review current clean technology trends and commercially viable innovations. CACI's intensive day-long conference format provides opportunities to explore solutions on the horizon and discuss success factors across the value chain.

For more information on CACI, visit:

http://www.cacleaninnovation.com/

The Oppenheim Lecture Series has been established at the Institute of the Environment and Sustainability as a lecture series presenting world class speakers to educate, inform, and build community discourse about the critical environmental problems of our time. Past events/speakers include:
a. Yvon Chouinard - Founder of Patagonia
b. A private screening and panel discussion of "Climate Refugees"
c. Dan Kammen - Founding director of the Renewable and Appropriate Energy Laboratory (RAEL) and the co-Director of the Berkeley Institute of the Environment

For more information on the Oppenheim Lecture Series, visit:

http://www.environment.ucla.edu/calendar/oppenheim.asp

UCLA Smart Grid Thought Leadership Forum - Theme: From Technology to Consumer, UCLA WINSmartGrid™ is a research technology platform developed at UCLA whose objective is to advance novel Wireless / Communications Sense-and-control Smart Grid technologies, perform testing in the labs, transition technologies into the field for scaled testing, and work with partners in industry and government for demonstrations and eventual rollout.

For more information on the Smart Grid Forum, visit:

http://winmec.ucla.edu/smartgrid/

There are two annual Sustainability Fairs, one in the Spring for Earth Day and one in the Fall for Campus Sustainability Day. Departments collaborate with Student Groups in organizing and hosting the fair.

The campus sustainability website has a calendar of events that is updated regularly:

http://www.sustain.ucla.edu/calendar/index.asp?action=monthview

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

http://sustain.ucla.edu/calendar

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

Example event: Water Is Rising

Performance and purpose collide in this fourteen city U.S. tour. Presented in the most distinguished theaters in the country, Water is Rising will present the most exciting music and dance traditions of the Pacific while at the same time illuminating the plight of Pacific Islanders. Scientists report that the vulnerable coral atolls of Kiribati, Tokelau, and Tuvalu are already experiencing rising sea levels as a result of global warming and climate change. Thirty-six dancers and musicians express their deep connection to nature and their ancestral past through multi-part harmonies, poetry, and gracious movement cascading over dynamic rhythms inspiring us all to be better stewards of our shared planet. Water is Rising harnesses the power of performance art in an impassioned plea for global awareness and social change.

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

http://today.ucla.edu/portal/ut/PRN-remote-pacific-islanders-at-risk-216825.aspx

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

UCLA's Recreation Center has an Outdoor Adventures program, which plans trips for students, staff, and faculty. These trips provide wilderness education that is experiential and adventurous and promotes responsible stewardship of the environment and our natural resources. Groups also have the option of scheduling a specific group trip with Outdoor Adventures to tailor to their requests. Outdoor Adventures has planned custom group trips to many locations in California and out of state locations such as Hawaii.

Outdoor Adventures programs include group gear. Attendees provide personal gear (sleeping bag, backpack, boots, food, etc). OA rents sleeping bags, backpacks, and ground pads (as well as other useful outdoor gear) from the Rental Center in the John Wooden Center. Information on renting equipment is provided at the pre-trip meeting. Group travel and dinners are provided for some outings as indicated.

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

http://www.recreation.ucla.edu/insidepage.aspx?uid=1624e47c-1206-45ee-96e5-3889c376889e

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

The website URL where information about the theme is available:

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

Workshops at UCLA hosted by sustainable works provided training.

Sustainable Living Floor - On-Campus Housing
A floor in one of the large residence halls is green/sustainability themed. The Sustainable Living Theme Community provides a living and learning environment for students interested in uniting as a community for environmental advocacy. As a community they focus on the social, economic, and scientific issues affecting our Earth's urban, rural, and global environment. More information can be found here:

www.orl.ucla.edu/theme/green

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

http://www.sustainableworks.org/

A brief description of sustainability-focused student employment opportunities:

Student interns are employed by UCLA Sustainability and the sustainability office of Housing & Hospitality Services.

The Housing Sustainability Assistant helps and supports the Housing & Hospitality Services Sustainability Manager with projects and initiatives in undergraduate housing and residential dining, focusing on sustainability. Duties include creating educational material for residents, collecting and analyzing data on sustainable purchases, helping to coordinate relationships with local farms and dining chefs, and assisting in the implementation on-campus housing related projects. For more information:

http://www.sustain.ucla.edu/our-initiatives/housing/sustainability-assistant/

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

http://www.sustain.ucla.edu/get-involved/volunteer/

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:

Other information can be found at

sustain.ucla.edu

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

Outreach Materials and Publications

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	---
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The sustainability website provides up to date news and event coverage as well as details around sustainability activities and programs on campus such as the Green Office Program, student initiatives, and academic research and course opportunities. In addition, information about how UCLA is advancing sustainability in its operations is detailed by area, for instance: climate, housing, cleaning or food.

The website URL for the central sustainability website:

A brief description of the sustainability newsletter:

A sustainability newsletter is emailed monthly with coverage of news articles, events, and job and volunteer opportunities.

Individuals can sign up here:

www.sustain.ucla.edu/article.asp?parentid=3343

The website URL for the sustainability newsletter:

http://sustain.ucla.edu/media_IOE/files/UCLA-Newsletter-ky-1a3.pdf

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

We have a facebook page and twitter account for UCLA Sustainability as well as accounts for the Sustainable LA grand challenge, Housing Sustainability and other areas.

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

http://facebook.com/uclasustainability

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

The Action Research Teams (ART) program is a sub-division of the Education for Sustainable Living Program (ESLP). Through the Action Research Team component of the program, students form research teams to tackle issues of campus sustainability including energy efficiency, transportation, waste stream management, sustainable food practices and more.

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

http://www.environment.ucla.edu/academics/article.asp?parentid=1050

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

Buildings such as Public Affairs and La Kretz have signage displaying their LEED certification levels.

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

http://www.sustain.ucla.edu/article.asp?parentid=4028

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

Housing & Hospitality Services and the Office of Residential Life published a Green Guide to Life at UCLA in September 2010 that was provided to all incoming on-campus residents. The guide is a booklet of information and resources on the environmental impact of food, energy use, waste, purchases, and transportation, in addition to information on resources and getting involved on campus in environmental efforts. The guide continues to be distributed to students at outreach and education events.

In addition to this Guide, UCLA Housing & Hospitality Services displays signage within the dining halls in the form of table tents and large posters addressing sustainable food practices, such as the definitions of local, environmentally sound, humane foods and outlines UCLA's sustainable food goals.

Cage-Free Eggs Signage:

http://www.sustain.ucla.edu/our-initiatives/housing/dining-green/cage-free-eggs/

Tray-free Dining Signage:

http://www.sustain.ucla.edu/wp-content/uploads/2013/05/Dine-without-a-tray.jpg

Local food:

http://bruinplate.hhsmarketing.org/docs/BruinPlate_LocallyGrownFood.pdf

Environmentally Sound food:

http://bruinplate.hhsmarketing.org/docs/BruinPlate_EnvironmentallySoundFood.pdf

Humanely raised food:

http://bruinplate.hhsmarketing.org/docs/BruinPlate_HumanelyGrownFood.pdf

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.housing.ucla.edu/greenguide

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

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

A brief description of the sustainability walking map or tour:

The Sustainability Coordinator offers walking tours of the campus. In addition, the Office of Sustainability publishes a walking tour guide and has trained campus tour leaders to include Sustainability in their standard campus tours.

The website URL of the sustainability walking map or tour:

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

UCLA Sustainability and UCLA Transportation publish many different guides to sustainable transportation alternatives. The UCLA Sustainability website, UCLA Staff and Faculty Sustainability Handbook, and UCLA Transportation website offer detailed information. In addition, UCLA Transportation publishes a blog on green commuting options and multiple brochures and outreach.

www.beagreencommuter.com

In February 2013, UCLA Transportation developed a YouTube video on alternative methods of transportation.

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

http://map.ais.ucla.edu/go/1005384

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

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:

Housing & Hospitality Services and the Office of Residential Life published a Green Guide to Life at UCLA in September 2010, which is updated annually. The guide is a booklet of information and resources on the environmental impact of food, energy use, waste, purchases, and transportation, in addition to information on resources and getting involved on campus in environmental efforts.

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

http://www.housing.ucla.edu/greenguide

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:

Although there is no designated reporter for the 'sustainability beat,' the Daily Bruin newspaper covers sustainability issues, events and efforts on a regular basis.

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

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

UCLA produces a variety of sustainability publications and tries to integrate sustainability messages into standard publications. For example, for our UCLA Alumni Day, attended by thousands of Alumni, we incorporated a sustainability message into the program. UCLA has also produced a Sustainability video with the help of the Men's basketball team and coach. Additionally UCLA Today has a reporter dedicated to the sustainability beat.

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

http://sustain.ucla.edu/videos/article.asp?parentid=9379

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

Yes

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

The Institute of the Environment and Sustainability Southern California Environmental Report Card examines, on a quarterly basis, environmental topics such as biodiesel fuel, graywater, and air pollution. In the Spring of 2011, a special report on campus sustainability was published examining the various sustainability initiatives UCLA has developed including: green buildings, energy cogeneration, climate action plan, sustainable transportation, multidisciplinary research, waste management, sustainable food practices and sustainable business education, habitat restoration, regional collaboration, future technology, water conservation and health and medical enterprise.

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

http://www.environment.ucla.edu/reportcard/

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

Yes

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

UCLA Sustainability publishes brochures on our LEED certified buildings detailing the features of each building and information about UCLA's green building program and policies.

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

Emma Sorrell
Sustainability Manager
Housing and Hospitality Services

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):

Office of Residential Life and Housing & Hospitality Services: Residence Hall Energy Conservation Competition - Annual "Do It in the Dark"

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

The annual "Do It in the Dark" Energy Conservation Competition takes place for one month across all on-campus residential buildings. Students pledge to decrease their energy use and then compete with other buildings to have the lowest energy use. Students are given energy-saving tips, disseminated by Team Green, and are further motivated by the chance of winning prizes.

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

In February 2014, students pledged to reduce their energy consumption during UCLA's 6th annual Residence Hall energy savings competition. Over 4,300 student residents - nearly 40% - pledged to help reduce their buildings' energy use by 10%, and together saved an estimated 234,000 kilowatt-hours (kWh) of electricity. This represents a substantial increase from 2013 when 3,100 students (29% of the Hill) pledged and saved 20,490 kilowatt-hours (kWh).

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

http://www.sustain.ucla.edu/our-initiatives/housing/living-green/diitd/

The name of the campaign (2nd campaign):

Zero Waste in Residential Dining

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

Rendezvous, one of UCLA's eight residential restaurants, completed a campaign to become a zero-waste restaurant. A visual waste audit identified that the majority of pre-consumer waste being disposed of in the facility was recyclable and compostable. Initially, the trash and compost bin locations were inventoried and redistributed to areas of heaviest use. In addition, recycling cans were added to back-of-house operations. Concurrently, Dining team members participated in interactive training sessions to identify what products belonged to which waste stream. New photo-based signage was also developed to supplement the training sessions. After a successful pilot, trash cans were eliminated completely from Rendezvous and all waste is now either composted or recycled.

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

Rendezvous is now a zero waste facility, and this campaign substantially improved recycling rates within the facility. Staff members were engaged in the process through training and are now stakeholders in the program.

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

http://www.sustain.ucla.edu/our-initiatives/housing/dining-green/composting-and-recycling/

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

Employee Educators Program

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

28,729

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

Green Office Program

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

28,729

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

UCLA's Green Office Certification Program encourages UCLA staff & faculty to join in working towards a more sustainable university. As part of UCLA Sustainability, the program seeks to build on the achievements of UCLA's Center for the Study of Women (CSW) which was a green office pioneer and the success of Green Office programs at other campuses.

Staff & faculty of campus departments can participate in an assessment of their office practices. Each office designates a sustainability ambassador to be the point of contact and coordinate with a UCLA Sustainability intern and complete a Green Office Evaluation. The evaluation provides tips for each office to become more environmentally-conscious and attain Green Office certification. The sustainability ambassador then teaches office peers as well.

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

Participants in the program have a number of resources that provide information to carry out this program successfully: the stuff/faculty sustainability handbook, and the sustainability events handbook. The Green Office Program sustainability handbook:

http://www.sustain.ucla.edu/media/files/Green-Office-Sustainability-Handbook.pdf

Additionally the program interns and UCLA Sustainability staff meet with participants and train them to train their peers, and also offer larger group workshops.

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

The Green Office Program is supported with staff and resources from the sustainability office. Additionally UCLA Staff Assembly has helped market and grow the program. The program aims to be efficient and require low financial commitment, because the university is going through a difficult budget climate. The program focuses on energy efficiency and other low cost or money saving efforts, making it clear to departments that 'making small changes, "going green" is not only easy, it is also cost effective; it enables us to save resources and money simultaneously.' Many of recycled content products offered by UCLA vendors cost the same price as product made from virgin materials. Plus, it focuses on behavioral changes, which may just cost a little extra time or effort.

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

http://www.sustain.ucla.edu/get-involved/green-office-program/

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

Events Green Seal Certification

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

Emma Sorrell
Sustainability Manager
Housing and Hospitality Services

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:

15

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

Housing & Hospitality Services: All New Housing & Hospitality Services staff participate in an on-boarding orientation session to learn about the definition of sustainability (economic, social, and environmental); its importance in the context of UCLA and Housing & Hospitality Services; UC/UCLA/Housing goals; on-going initiatives on campus and in Housing; and what they can do within their own departments. The session concludes with a waste sorting exercise. An additional section focuses on alternative transportation methods, sharing information from UCLA Transportation found online (

https://main.transportation.ucla.edu/getting-to-ucla/commute-options

) and the "Be a Smarter Commuter" video (

https://main.transportation.ucla.edu/getting-to-ucla/be-a-smarter-commuter

).

UCLA is also looking to expand coverage of sustainability topics in guidance materials for other orientations as well. The Recycling Coordinator is making recycling presentations at employee orientations when possible.

Sustainability topics are also covered in orientation materials from the Environment Health and Safety department.

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

http://www.sustain.ucla.edu/our-initiatives/housing/staff-resources/

Staff Professional Development

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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 :

UCLA has a professional development program (PDP) where staff work on projects in teams. There have been multiple teams that have focused on sustainability, one team produced a Staff and Faculty Sustainability Handbook that is now available online as a resource for all UCLA staff. Another team did research on recycling, and another team examined the potential of satellite offices in reducing GHG emissions and saving resources.

Through Staff Assembly, UCLA offers Learn at Lunch seminars on sustainability topics including recycling and office sustainability; these seminars are open to all staff.

UCLA enviromentalists mull eco-training for new hires:

http://www.environment.ucla.edu/news/article.asp?parentid=3216

Recycling enthusiasts get tips from campus coordinators:

http://www.today.ucla.edu/portal/ut/PRN-recycling-enthusiasts-get-tips-74240.aspx

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

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

http://www.sustain.ucla.edu/get-involved/faculty-and-staff/

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

Nurit Katz
Sustainability Coordinator
UCLA Office of 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*.

Submission Note:

Additional:
The Luskin Center for Innovation unites the intellectual capital of UCLA with forward-looking civic leaders to address the most pressing issues confronting our community, nation and world. As one of the world's leading research universities located in one of the world's most dynamic metropolitan regions, UCLA has an opportunity, indeed a responsibility, to create a new model of "problem solving" to permanently alter how scholarship impacts society. Working closely with elected officials, non-profit, community and business leaders, the Luskin Center for Innovation will address the problem of environmental sustainability in Los Angeles through a mixture of scholarship, research and community engagement.

http://luskin.ucla.edu/

"---" *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:

UCLA has partnered with the non-profit organization Santa Monica Baykeeper to restore the natural habitat of a section of Stone Canyon Creek, which is located on UCLA's campus. Restoration is made possible by volunteers and will continue until all non-native plants are removed, replaced by native plants, and when the habitat can sustain itself.

Another initiative involving the community is a Community Supported Agriculture program, led by the UCLA Graduate Student Association Sustainable Resource Center (SRC). Community Supported Agriculture allows members to buy sustainable farm-fresh, locally grown organic produce for a fraction of the cost of a grocery store or farmers market by creating a direct relationship with farmers.

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

Yes

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

The Los Angeles Regional Collaborative for Climate Action and Sustainability (LARC) is a network designed to encourage greater coordination and cooperation at the local and regional levels by bringing together leadership from government, the business community, academia, labor, environmental and community groups. The purpose of this collaboration is to share information, foster partnerships, and develop system-wide strategies to address climate change and promote a green economy through sustainable communities. LARC is a collaborative organization, based on the principles of dialogue and shared purpose. It is housed at the UCLA Institute of the Environment and Sustainability, but governed by its Membership.

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:

An ongoing initiative, Cleantech LA brings together business, government, and academia to grow the cleantech sector in Los Angeles, promoting sustainability and economic growth.

Connecting LA's cleantech professionals through networking and educational events, Cleantech LA introduces innovators to investors, professors to policy makers, dreamers to doers, and everything in between. In a big city like Los Angeles, it's important to bring the right

people together, and the potential for collaboration is huge.

By telling LA's cleantech story to the world, Cleantech LA promotes Los Angeles as the greenest big city in the United States, a center for cleantech research and innovation, and a creative capital where ideas for a sustainable economy find the support they need to make an impact. LA's infrastructure assets, universities, large and diverse workforce and progressive environmental policies make it a great place for cleantech.

Supporting collaborative research and technology commercialization, Cleantech LA builds on the talents of LA's three world class universities — UCLA, USC, and Caltech — to develop an innovation pipeline that will produce the jobs of the future. CleanTech LA advocates for research funding and helps connect local companies to university intellectual property.

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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:

UCLA has been an active presenter at the National AASHE Conference and at the California Higher Education Conference (see details under additional collaboration). While gathering data for STARS, UCLA Sustainability presented in a webinar through AASHE to share best practices in data management with other universities who were beginning the STARS process, and created some useful resources for data management that were shared through AASHE's website.

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:

UCLA is 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. Its mission is to accelerate progress towards climate neutrality and sustainability by empowering the higher education sector to educate students, create solutions, and provide leadership-by-example for the rest of society.

UCLA is a core member 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 campus' student organization E3-Ecology, Economy, Equity is an official chapter of the CSSC and represents UCLA at bi-annual Convergences with colleges and universities from across California. Additionally, UCLA alumni and staff are on the CSSC Board of Directors, including Housing & Hospitality's Sustainability Analyst, Rebecca Miller.

American College & University Presidents' Climate Commitment (ACUPCC):

http://www.presidentsclimatecommitment.org/signatories/list

California Student Sustainability Coalition (CSSC):

http://www.sustainabilitycoalition.org/

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

UCLA collaborates significantly with other universities to share best practices in sustainability. UCLA works closely with the other 9 campuses in the UC System, participating in multiple monthly conference calls with other sustainability officers and staff to share best practices. UCLA also works with the other UC campuses to develop the system-wide Sustainable Practices Policy. Sue Santon, Associate Vice Chancellor of Capital Programs, Capital Planning and Finance serves as the UCLA representative to the UC Systemwide Sustainability Steering Committee.

UCLA is an active member of AASHE and attends the national conference every year and has presented and shared best practices there. In addition, UCLA's Sustainability Coordinator serves on the steering committee of the California Higher Education Sustainability Conference, helping to organize one of the largest higher education sustainability conferences in the nation. This conference is attended by staff, faculty, and students from UC campuses, California State University campuses, community colleges, and private colleges throughout the state, usually around 1000 attendees. The conference is structured to encourage sharing best practices directly peer to peer among the campuses. In addition to helping organize the conference, multiple departments from UCLA participate and present and share best practices, including UCLA Transportation and UCLA Energy Services. In conjunction with the statewide conference, UCLA has also helped organize an annual workshop for sustainability coordinators from around the state, which takes place before the conference.

UCLA also helped spearhead a regional collaboration and quarterly meeting with local campuses in Southern California- CalTech, Pomona, USC, Loyola and others. This year UCLA Sustainability advised UCLA students in organizing a region-wide job fair across these campuses. UCLA's Sustainability Coordinator has also counseled and been a resource to students and staff at other universities across the nation on a variety of sustainability topics. UCLA Facilities Management also collaborates with other campuses through the Partnership for Performance (P4P) group and shares best practices including energy efficiency and conservation and climate initiatives.

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

http://www.chesc.org/

Continuing Education

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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:

28

Total number of continuing education courses offered:

5,291

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

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

Core:

Principles of Sustainability I: Introduction

This introductory survey lays the foundation for the study of global sustainability. With universal principles as a broad framework, the course provides a basic understanding of environmental systems and the interrelationship and effect of humans upon the environment. Topics include a historical overview of sustainability and the current problems and issues, an overview of earth's physical and biological systems and the impact of environmental issues like climate change on these systems, an examination of environmental and urban issues and strategies, and tools to investigate and analyze sustainable environmental practices.

Principles of Sustainability II: Current Issues and Case Studies

Gain a broad exposure and intimate knowledge of the business aspects of sustainability through real-world business case studies. Key elements of this course include identifying practical tools, measuring performance, and reviewing best practices. Upon completion, you have an understanding of the challenging and often competing interests between businesses, regulatory, social, and technological efforts occurring globally.

Principles of Sustainability III: Stakeholders and Engaging Communities

This course focuses on the human element, addressing the adequacy and equity of sustainability efforts and taking the universal principles to a different level that includes environmental justice. The emphasis is on behaviors and characteristics of the individual as well as the larger group and community influences that help shape and transform the individual into a sustainable global citizen. Topics include psychosocial and socio-cultural behaviors affecting beliefs, change, and decision making; potential effects of sustainable action vs. inaction; pathways toward sustainable education and awareness; advocacy and activism; and the ethics of sustainability efforts across nations, including future opportunities and challenges. Includes guest experts, case studies, and site visits. Upon completing this course, students have a preparatory knowledge and understanding of individual and group roles in global sustainability; the interconnectedness and necessity of collaboration between social, economic, and ecological responsibilities; and the importance of advocacy and the media in raising and maintaining awareness of global sustainability and citizenry.

Electives

Introduction to Drip Irrigation

As irrigation technology becomes more advanced, and water becomes scarcer, appropriate water application for plants is critical. Learn how to design and prepare plans for a residential drip irrigation system. Instruction covers foundation in hydraulic design, efficient drip line layout, appropriate use of backflow prevention devices, water conservation methods and applications, and available new technologies, such as weather station ET based controllers and the application of design principles to comply with the State of California AB-1881 Water Model Efficient Landscape Ordinance.

Your Idea as Innovative Solution

Innovative ideas are in demand, but getting buy-in is a challenge. Created for designers, entrepreneurs, and employees brimming with ideas, this course covers how to generate, develop, and communicate ideas in an efficient and effective way. Instruction explores common challenges and obstacles in the creative process and introduces methodologies, key tools, and techniques for creating and articulating innovative solutions. Participants leave with the tools to pursue ideas more confidently, including steps on how to transform ideas into something clear, meaningful, and attainable.

Cradle to Cradle: Closed Loop Systems

Learn to design like nature, finding inspiration in natural cycles where "trash" and "waste" are nonexistent and, where instead, everything has a continuous purpose. Instruction studies industrial-age systems, such as extraction, manufacturing, assembly, disassembly, and packaging, and explores ways in which these systems can be sustainable. The focus is on developing closed-loop systems thinking to view processes, organizations, materials, buildings, transportation, and all else from a cradle to cradle lens, wherein every item has infinite use and possibilities.

Design Sustainability

Integrating and understanding sustainability in design considers the creation, consumption, re-use, and planned obsolesce of the products, spaces, and materials we use on a daily basis. This course explores built environments, products, print, digital, and packaging materials

from a sustainability perspective. The design process is used as a hands-on way for students to explore innovation and inherent opportunities within any project.

Modern Backyard Food Production: Reduce Your Carbon Footprint and Save
The production, packaging, and transportation of food are large contributors to our global carbon emissions. Throughout the Los Angeles Basin, food gardens have sprung up to produce local healthy and nutritious fruits and vegetables while contributing energy and financial savings in difficult economic times. Using the history of growing food in the city in times of need as a template, this course explores how homegrown food can reduce your food budget and address environmental concerns. Participants are each given a small plot for growing food where they can experiment with new ideas and enjoy their harvest. Topics include fruit trees, vegetables, and berries that do well in our climate as well as often overlooked food-producing perennials and how to grow food in modern city lots where the "back 40" describes square feet and not acres.

Greener Gardens: Sustainable Garden Practice
Sustainability is today's buzzword and many people seek to create a lifestyle with a more favorable impact on the environment. From home and school gardens, to commercial sites, our gardens present the perfect place to start. Designed for horticulture students, gardening professionals, educators, and home gardeners, this course focuses on turning your green thumb into a "greener" garden. Topics include composting, irrigation, water harvesting, water wise plants, eating and growing local produce, recycling, and moving away from a consumptive, non-sustainable lifestyle when choosing materials and tools. Includes weekend field trips to the Los Angeles River to see our relationship with water in the L.A. Basin, as well as the Rancho Santa Ana Botanical Garden, focusing not only on California native plants but also on water-conserving planting design. Students also visit the John T. Lyle Center for Regenerative Studies at Cal Poly Pomona, which advances the principles of environmentally sustainable living through education, research, demonstration, and community outreach.

The Solar Energy Solution: Harnessing Solar Power in the Home and Office
Learn how to augment your home and/or business power requirements with solar energy. Students receive a general overview of the knowledge needed to choose and ultimately design an appropriate system. The course discusses the various forms of solar energy with a specific emphasis on solar electricity (i.e., how electricity can be generated, stored and utilized in the home and workplace through solar energy). In addition, instruction covers typical solar system models in order to understand how the prerequisite subsystems and their associated components are integrated into a final conceptual working system. The class material covers how to calculate anticipated electrical load requirements and the system sizing required to meet these objectives. Additional topics include: proper installation techniques, methods of monitoring systems performance, and the maintenance procedures required to assure maximum system efficiency. This class is primarily for anyone interested in and concerned about the financial, environmental, and self-sufficient aspects of solar energy. While not a highly technical course, a basic electrical/mechanical educational background is helpful due to the technology covered in the class. Home and business owners, contractors, sales people, entrepreneurs seeking business opportunities, and those who have a keen interest in solar technology significantly benefit from this course.

Environmental Law and Regulatory Framework for Recycling and Municipal Solid Waste Management
This course presents an overview of how environmental statutes related to solid waste management and recycling are developed and implemented. Legislative analysis of proposed laws is covered, as well as the statutory framework of the solid waste and recycling field, and current regulations in the recycling and solid waste field. Topics include various types of policies, laws, and ordinances; specific legal cases related to hazardous waste, owner/operator liability of treatment, storage, and disposal facilities; permitting, CEQA requirements, and other land use regulations/policies; and the impact of environmental law and cases as it relates to everyday business and real estate transactions. Various regulations, interpretations and policies, and the practical impact of regulations are examined. Sample contracts and legal issues that arise from implementation of AB 939 are reviewed and analyzed in detail. Contract compliance review procedures and legal remedies to breach of contract conditions are discussed. The course also covers the regulatory enforcement programs of local enforcement agencies/CIWMB related to compliance of permitted solid waste facilities. Students are required to be able to analyze environmental legislation and regulations and determine their impact on industry, jurisdictions, businesses, and the public, as well as the different provisions/clauses in a typical franchise agreement.

Principles of Waste Reduction, Recycling, and Solid Waste Management

This course provides an overview of the fundamentals of waste reduction, recycling, and solid waste management. Topics include solid waste characterization/designing a characterization study; overview of the solid waste/recycling infrastructure and the recycling/waste management state/federal regulatory framework; recycled materials specifications and recycling markets; principles of integrated waste management approach; conducting an on-site waste reduction/recycling assessment for businesses; interface of sustainability, climate change, and recycling/municipal solid waste (MSW) management; basic environmental metrics for waste reduction and recycling; recycling/waste management aspects of life cycle analysis; greenhouse gas/carbon footprint of recycling and waste management practices; basics of landfill design, operations, and closure/post-closure maintenance; recycling/MSW management technologies; conversion/alternative technology and renewable energy; basic principles of recycling/MSW processing facility design; local government waste reduction and recycling programs; and an overview of environmental law, including coverage of specific cases. Topics are covered within the overall context of life cycle analysis and environmental sustainability/climate change, and provides a working knowledge for those interested in pursuing a career in environmental sustainability and recycling/solid waste management. Includes field trips to local solid waste management and/or recycling facilities.

Renewable Energy Technologies

Gain an understanding of the technologies, business opportunities, and financing and regulatory aspects of renewable energy from this timely course. Instruction covers a wide range of topics, including ocean, hydroelectric, biomass and biofuels, geothermal, wind, and solar technologies. The course reviews the status of renewables and current government initiatives, a comparison of global business landscapes that support renewable energy, and the business of developing alternative energy power plants in the U.S. By course's end you "put it all together" to understand the intricacies of real-world projects. Course features industry experts.

Leadership in Energy and Environmental Design

Green buildings embody a design intent on balancing environmental responsiveness and responsibility, resource efficiency and cultural and community sensitivity. The course primarily focuses on the LEED® version 3 Rating System, currently the centerpiece of the most innovative, effective aspects of green design. Topics range from an exploration of what are sustainable principles, current sustainable design and building practices, to specific elements of the LEED® rating system. This course benefits individuals who are very hands-on in their role in the design and construction of a green building, as well as anyone with a curiosity and burning interest in understanding the basic nuances of green building.

Sustainable Energy Management

With recent changes in EPA leadership, renewed climate change commitment from the White House, and California's landmark AB32 GHG legislation, managing sustainability is a growing challenge. Sustainability is an evolving discipline combining engineering, technology, environmental science, innovation, change management, and strategic planning. This course covers a broad range of carbon reduction strategies, including system optimization and Lean/Sigma, among other demand-side management methods. The new title of Sustainability Manager has become part of the management team in forward thinking organizations. This course reviews a comprehensive set of responsibilities found in sustainability management.

Environmental Laws and Institutions: State, National, and International Overview

A comprehensive understanding of existing environmental laws and institutions is crucial to those seeking to work within the fields of environmental policy and sustainability. This course provides a comprehensive overview of the history, current requirements, and emerging policy issues associated with environmental laws and institutions at the California, United States, and international levels. The course starts with a review of the roles of the legislative, executive, and judicial branches in developing and implementing environmental laws. Specific state and federal environmental law topics addressed include the public trust doctrine, land use planning, environmental impact assessment, pollution control (including air quality, water quality, and hazardous materials/toxic substances), water resources, energy resources, fish and wildlife, wetlands, and climate change. The sources and development of international environmental law are then reviewed. Specific international environmental laws and institutions addressed include environmental impact assessment, marine resources, fish and wildlife, transboundary pollution, and climate change.

Sustainability Road Map: Developing Your Business Action Plan

Take a step-by-step approach to creating a sustainability business plan. In this course, you gain a working knowledge of developing strategy, setting priorities, and establishing management systems for long-term sustainability. Practical methods are presented along with explicit instructions for their implementation. Case examples provide illustrations of successful sustainability plan development and application in a variety of industries.

Organizational Change for Sustainability

Investigate the role organizational change theory plays in leading strategic change to promote green, sustainable products, processes, and organizations. This course introduces techniques aligning language and goals, presents methodologies that foster cultural change, and enables employees to participate in transforming companies to more sustainable organizations. Examine potential resistance to change and response strategies. Analyze metrics for evaluating success of organizational development efforts on people, planet, and profit, the "triple bottom-line" for "full cost accounting" of an organization's social, economic, and ecological success.

An Overview of Green Building and the Real Estate Market

This highly interactive course covers the key concepts and practices of sustainable building, including a historical overview of green building. Financial and technical assistance offered through such government entities as the U.S. EPA, nonprofit organizations, and public utilities is explored. An overview of LEED certification is examined and case studies are used to illustrate and examine real estate development and redevelopment projects (residential, commercial, rehabs, and new construction). Environmental planning, brownfields, and greenfield programs of various municipalities; current trends, including technological developments; and the future of green building also are covered

Green Marketing Strategies

What's red hot in marketing today? Being "green." As business becomes more aware of the need to be sustainable and green becomes vogue, marketers need to help companies with this effort. Today's marketing professional needs to do more than sell products, they need to be part of the cultural shift and move toward more sustainable practice. But there are pitfalls. Learn how to avoid being labeled a "green washer." Learn what it is to be green and how to integrate sustainable strategies into marketing practice that will improve the bottom line. This course analyzes the current market situation and its opportunities, providing practical solutions, case studies, and examples that demonstrate how innovation is the key to sustainability and to consumers' hearts.

Global Business Practices in Sustainability

This course provides a broad overview of global business practices in sustainability designed to help students develop a strong foundation in this complex subject. The primary focus is on the business perspective to help students understand the business rationale for sustainability. Using case studies, students examine why and how a business is addressing environmental and sustainability issues across sectors and industries. The various principles, models, methodologies, and indicators of sustainability also are covered to provide an understanding of how global business awareness and practices in the field have evolved since the concept first emerged in the 1980s. Instruction highlights responses, including public-private partnerships, environmental strategies, socially responsible supply chains, and identifying new markets.

Integrating a Green Business Strategy

Study key trends in the emerging field of sustainable business strategy. Environmental issues are playing a larger role in various areas of business strategy, including operations, balance sheet management, legal compliance, and marketing. Instruction discusses the relevance of this developing area and reviews theories on the design and implementation of business strategies that incorporate the principles of sustainability. The format of the course includes interactive discussions among participants on reading material and case studies. Students also complete a green business strategy project in their field of interest.

Renewable Energy Economics and Policy

This rigorous course provides accelerated exposure to the real-world challenges and opportunities of implementing renewable energy projects. Participants are introduced to fundamental concepts, tools, and resources. Students then apply the course concepts in a facilitated learning environment, both qualitatively and quantitatively, to real case studies drawn from industry. Topics include large-scale wind energy projects, distributed solar projects, bioenergy, energy efficiency, clean-tech commercialization, and climate change mitigation.

Students will assess policy questions, evaluate economic opportunities, and develop meaningful recommendations regarding the case studies. After successfully completing this course, participants will be better equipped to evaluate policy alternatives, participate in public stakeholder processes, or make critical organizational decisions related to renewable energy. There are no-prerequisites for this course. Internet access is required to access course materials, participate in discussion forums, and submit course requirements.

Climate Change, Energy, and the Environment

The course is intended to provide a better understanding of how future energy solutions, including both power and transportation, will address climate change and environmental protection from a policy standpoint. Climate change is introduced and discussed broadly, including greenhouse gas emissions and their impacts and policy actions to reduce such impacts. The interrelationships among greenhouse gases, environmental quality, public health, energy security, and long-term sustainability are briefly discussed. Upon successful completion of the course, students should be able to better analyze, plan, and advise on future actions in response to new and evolving federal, state, and local programs and policies in this area.

Water Rights and Sustainability

This course examines the legal and regulatory principles underlying California, U.S., and international water rights allocation systems. Students learn the basic features of land-based water rights; use-based water rights; and regulated water permit systems, including how each type of right is acquired, exercised, and transferred. Students also evaluate laws and principles, such as the reasonable use and public trust doctrines, that are intended to encourage/require efficient water use and ensure that water is available for instream purposes. By the end of the course, students possess the basic tools to assess the degree to which different water right allocation systems promote or hinder sustainable water use. In the last 2 sessions, students use these tools to develop recommendations for reforming an existing water rights system and creating a new water rights system in a developing region.

Sustainable Food and Agriculture

This course examines the concepts, practices, and policies of sustainable food and agriculture. Students begin by surveying the environmental, economic, and social foundations of the field in the U.S. and globally. Topics include a systems approach to sustainable agriculture; the relationship of farming to water, energy, air, and soil; field crops and animal production practices in sustainable agriculture; sustainable horticulture; organic agriculture; sustainable seafood and aquaculture; economic, social, and political context of sustainable food and agriculture; and sustainability in the culinary arts. The course also considers the impacts of agricultural industrialization and potential opportunities for the future of sustainable agriculture, including identifying practical tools, measuring performance, and reviewing best practices. Guest speakers and field trips are scheduled in the public and private sectors.

Sustainability Internship

The internship provides students with a unique experiential learning opportunity related to environmental sustainability. The internship site is selected by the eligible student from among a variety of related disciplines, allowing the student to create a distinctive independent learning experience. The purpose is to apply the material learned in formal Global Sustainability Certificate academic courses to a workplace setting, acquiring valuable job skills. Students gain hands-on experience by working on real industry problems/projects in the private or public sector or in a nonprofit organization.

Applied Sustainability: Team Practicum

Designed to give students professional practice and experience by working in an interdisciplinary team to develop and implement sustainable solutions to clients, this practicum course focuses on the practical application of materials learned in the required Sustainability Certificate courses. Clients are selected by UCLA Extension's Sustainability management staff, based on the merit of the client's proposal. Students gain a unique experiential learning opportunity by working on real industry problems/projects in the private or public sector or in a nonprofit organization.

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:

Newly revised to meet the needs of practitioners, the Sustainability Certificate combines academic excellence and real-world experience. Now at 20-units, the certificate program consists of 3 required courses and 8 elective units. We worked with our Advisory Board, which includes Toyota, Los Angeles Department of Water & Power, Southern California Gas Company, Heal the Bay, and UCLA, to craft a certificate that is transferable across industries. The program has been designed for those interested in exploring the dynamic field of environmental sustainability, those needing to stay up to date in their current position or for individuals who want knowledge and skills to be better global citizens. Encompassing the fields of architecture, design, business, education, landscape architecture, law, marketing, public policy, real estate, science, technology and urban planning, this program will focus on major elements that impact the environment on a daily basis such as use of water, air, land, energy and transportation.

Year the certificate program was created:

2,009

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

https://www.uclaextension.edu/sustainability/Pages/default.aspx

Community Service

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Additional community service programs and information:
UCLA USAC Community Service Commission:
http://www.communityservicecommission.org/

UCLA Community Programs Office:
http://uclacommunityprograms.org/

UCLA Center for Community Learning:
http://www.uei.ucla.edu/communitylearning.htm

UCLA in the Community:
http://www.ucla.edu/ucla-in-the-community/

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

Number of students engaged in community service:

24,262

Total number of students :

40,795

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:

2,039,047

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

No

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

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:

UCLA Facilities Management offers off campus community service options as a substitute for using vacation days during the holiday winter closure.

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

http://volunteer.ucla.edu/

Community Stakeholder Engagement

Criteria

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

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

> And

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

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

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

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

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

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

The University of California, Los Angeles (UCLA), in accordance with the California Environmental Quality Act (CEQA), the State CEQA Guidelines, and UC Procedures for Implementing CEQA, engages our community stakeholders in an open public review of all of our Initial Studies and Environmental Impact Reports (EIR). Community meetings are held on the campus to inform the public of our major Capital planning projects.

For projects that require preparation of an EIRs, a Scoping meeting is held in advance of the preparation of the Draft EIR and a Public Hearing is held during the 45-day public review period of the completed Draft EIR. The stakeholders listed below are sent the Draft EIR directly, while the general public has access to the EIR for 45 days through the UCLA Capital Programs Website.

For projects that require preparation of an Initial Study, the campus uses its discretion to determine whether to hold community meetings in advance of preparation of the Initial Study. This is discretionary because public meetings for Initial Studies are not required by CEQA. If the campus determines that a project could have potential for community opposition, and requires a higher level of interaction, then a series of community meetings will be scheduled as part of the Initial Study/CEQA process. The stakeholders listed below are sent the Draft Initial Study directly, while the general public has access to the Initial Study for 30 days through the UCLA Capital Programs Website.

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

See above. So far no stakeholders have joined this process that would be considered vulnerable or underrepresented.

List of identified community stakeholders:

Director, LA County Regional Planning
Director, LA Department of City Planning
Director, LADOT
Director, SCAG
Councilmember Paul Koretz (5th District)
Director, SCAQMD, Environmental Services
Director, IGR/CEQA Program Mgr, CALTRANS
Alvin & Sharon Milder, UCLA Watch
Travis Longcore, PhD, The Urban Wildlands Group
Roxane Stern, North Village Association
Sandy Brown, Holmby-Westwood Property Owners Association
Terry Tegnazian, Westwood Hills Property Owners Association
Stephen Twining, Roscomare Valley & Hillside HOA
Robert Ringler, Bel-Air Beverly Crest Neighborhood Council
Carole Magnuson, Westwood Hills Property Owners Association
Carol Inman, Bel Air Association
Laura Lake, Friends of Westwood
Wolfgang Veith, North Westwood Village Resident Association

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

One criteria for a "successful community engagement" for CEQA documents is to not get tangled in a law suit. By that criteria, we have had the following successful CEQA documents/projects:

Teaching and Learning Center – December 2012
Stuart House Replacement Project – October 2013
Engineering VI – Phase 2 – May 2014
Football Performance Center Project – August 2014

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

http://www.capitalprograms.ucla.edu/CapitalPrograms/ProjectsUnderEnviromentalReview

Participation in Public Policy

Responsible Party

David Karwaski
Manager, Planning & Policy
Transportation - Planning & Policy

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:

UCLA recognizes that it is affected by the larger community it is a part of, and therefore engages in public policy advocacy for sustainability. For example, UCLA Transportation engages with public transit institutions including Antelope Valley Transit Authority, Santa Clarita Transit, Amtrak, Metro, and even the Los Angeles World Airports (FlyAway bus) to promote better routes, transit locations and hours, and the safety of pedestrians and cyclists. UCLA Transportation and the Bicycle Coalition also helped the development of the Los Angeles Bicycle Master Plan by providing input around bike lanes and future bike infrastructure improvements in the city.

http://www.dailybruin.com/index.php/article/2011/03/city_council_approves_plan_to_make_l.a._mor

e_bikefriendly_add_200_miles_of_new_lanes

The Luskin Center of the UCLA School of Public Affairs also led a high profile solar policy study commissioned by the Los Angeles Business Council and supported by a Solar Working Group consisting of leaders in the private, environmental, and educational sectors in Los Angeles County. Researchers mapped out an incentive plan, designing a Solar Feed-in-Tariff to radically increase the widespread use of solar energy in the L.A. basin among commercial ratepayers.

http://luskin.ucla.edu/luskin-center/initiatives/sustainable-energy

The Ralph and Goldy Lewis Center for Regional Policy Studies promotes the study, understanding and solution of regional policy issues, with special reference to Southern California, including problems of the environment, urban design, housing, community and neighborhood dynamics, transportation and economic development. It is a focus of interdisciplinary activities, involving numerous faculty members and graduate students from many schools and departments at UCLA. It also fosters links with researchers at other California universities and research institutes on issues of relevance to regional policy.

http://www.lewis.ucla.edu/about/aboutus.cfm

The Sustainable Technology & Policy Program based in the UCLA School of Law and the School of Public Health has taken an active role at the regional, state, and federal level to promote a paradigm shift in legislation and regulation. For example, STPP Faculty Co-Director Timothy Malloy serves on the Green Ribbon Science Panel established under AB 1879 to provide the Department of Toxic Substance Control with advice in executing the law. Further, STPP developed a white paper articulating clear principles and practices for implementing AB 1879, and has been engaging in dialogues with business leaders, policy makers and environmental groups.

http://www.stpp.ucla.edu/node/18

UCLA also participates in numerous environmentally-themed Applied Policy Projects, in which students in the school of Public Affairs address environmental concerns in the community.

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

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

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

Trademark Licensing

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

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

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

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

Yes

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

Yes

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

Yes

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

http://www.workersrights.org/dsp/Scan00117.PDF

Trademark Licensing

Hospital Network

Responsible Party

Teresa Hildebrand
Sustainability Programs Manager
UCLA Health System

Criteria

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

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

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

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

No

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

Yes

Is the institution a member of Practice Greenhealth?:

Yes

A brief description of the hospital's sustainability initiatives:

UCLA Health System is deeply committed to sustainability. UCLA's hospital and healthy system are physically and operationally embedded in the University and work towards the same sustainability goals. Additional staffing was needed to address specific medical idiosyncrasies. The Health System has a full time sustainability officer, as well as a steering committee and task forces that coordinate with overall university efforts.

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

http://sustainability.uclahealth.org/

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

Robert Striff

Senior Energy Engineer

Facilities Management - Energy Services

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.

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

Yes

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

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	No

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

No

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

The Climate Registry protocol:

http://www.theclimateregistry.org/

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:

Performance year inventory in process of getting third party verified, will be soon. Prior inventories verified. 2006-2012 inventories third party certified and available at The Climate Registry Website. 1990 baseline not third party verified.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	209,038.88 *Metric Tons of CO2 Equivalent*	79,480 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	10,423.99 *Metric Tons of CO2 Equivalent*	8,032 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	106,065.73 *Metric Tons of CO2 Equivalent*	184,251 *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	16,442.92 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

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

A brief description of the composting and carbon storage program:

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

Carbon offsets purchased are compliance grade offsets through the California Air Resources Board- part of CA's Cap and Trade program.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	15,650	7,136
Number of residential employees	459	131
Number of in-patient hospital beds	805	711
Full-time equivalent enrollment	42,239	28,729
Full-time equivalent of employees	29,508	18,817
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 1990	Dec. 31, 1990

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

Because it is the baseline year in our official Climate Action Plan. Adopted in 2008.

Gross floor area of building space, performance year:

32,708,159 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	2,399,774 *Square Feet*
Healthcare space	1,043,646 *Square Feet*
Other energy intensive space	1,324,343 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	21,323 *Metric Tons of CO2 Equivalent*
Commuting	52,120 *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":

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://www.theclimateregistry.org/

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

Outdoor Air Quality

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

Additionally, at this time UCLA is researching the implementation of the Off-Road Diesel vehicles (DOORs) program under South Coast Air Quality Management District's (SCAQMD's) guidelines for the reduction of air pollution from mobile sources. This is applicable to agricultural and maintenance equipment that is not licensed for road transportation.

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:

The South Coast Air Quality Management District's (SCAQMD's) Annual Emission Reporting (AER) program was developed to track emissions of air contaminants from permitted facilities. Fees for emissions of air contaminants are assessed based on reported data. Under the SCAQMD program, emitters pay in accordance with total emissions and the fees are used toward air pollution control efforts. The aim is for the fee to act as an incentive to lower emissions.

The data collected under the auspices of the AER is used to update the comprehensive emissions inventory for the SCAQMD, which includes Orange County, the non-desert portions of Los Angeles and San Bernardino counties, and the Riverside county areas west of the Palo Verde Valley.

UCLA collects emissions data from numerous departments on and off campus. The primary sources of data are Co-Generation, Utilities, Refrigerant Management, Paint Shop, Facilities Management for boilers and emergency generators, ASUCLA, The Wilshire Center, Hazardous Waste Collection and Management, Hospital (RRMC and CHS) formaldehyde and solvent use, lab solvent and formaldehyde use and Fleet and Transportation Services. These data are aggregated by Environmental Compliance at EH&S and emission factors applicable to the process are assigned. Data are entered in the SCAQMD AER web reporting tool which automatically calculates the fees associated with all permitted and non-permitted emissions.

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

	Weight of Emissions
Nitrogen oxides (NOx)	29.64 *Tons*
Sulfur oxides (SOx)	0.85 *Tons*
Carbon monoxide (CO)	31.09 *Tons*
Particulate matter (PM)	22.81 *Tons*
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

As the largest pollutant on campus is Nitrogen oxides (NOx) emissions we have always used a combination of water injection in the jet engines and Selective Catalytic Reduction in the Heat Recovery Steam Generators to lower our emissions to the local limits. Recently, we

modified our Auxiliary Boiler to lower it's emissions by 1/3 in compliance with local limits. Given the campus' continuous expansion it will be necessary to completely to repower the central plant to take advantage of current emission controls technology.

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

http://map.ais.ucla.edu/portal/site/UCLA/menuitem.789d0eb6c76e7ef0d66b02ddf848344a/?vgnextoid=d 53395e0cee02110VgnVCM200000ddd76180RCRD

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

Todd Lynch
Environmental Planning Specialist
UCLA Capital Programs

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:

Additional info at:
http://sustain.ucla.edu

Note: the policy was first adopted in 2004, but has expanded significantly since the first version

"---" *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:

UCLA has certified the Luskin School of Public Affairs Building at Silver Level under LEED-EB.

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

12,731,443 *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)	201,667 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *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	---

Mid-Level	---
Highest Achievable Level	---

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

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

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

0 *Square Feet*

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

12,529,776 *Square Feet*

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

UC-CR-13-0213_SustainablePractice.pdf

The date the guidelines or policies were formally adopted:

July 1, 2004

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

Implementation of the UC Sustainable Practices Policy involves multiple campus initiatives, such as UCLA's Climate Action Plan, Transportation Demand Management Plan, Zero Waste Plan, Preferable Purchasing Agreements, Sustainable Foodservice Report, Bruin Green Cleaning Program, and Tobacco-Free Campus. UCLA is also seeking to certify campus-wide baseline credits under LEED-EBOM to be applied to future certifications.

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

Metrics under these policies are monitored on at least an annual basis by units responsible for their implementation. LEED-EBOM Certification is independently evaluated by third-party GBCI review.

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

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

Building Design and Construction

Responsible Party

Todd Lynch
Environmental Planning Specialist
UCLA Capital Programs

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.

"---" 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)	Yes

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

Under UC Policy, all new construction, major remodels, interiors, and core/shell projects on the campus must achieve a minimum of LEED Silver Certification. UCLA has set a campus target of LEED Gold or better.
LEED Certifications on campus include:
1. La Kretz Hall ■- NC-2.2 Silver
2. Police Station Replacement Building - NC-2.2 Silver
3. 720 Hilgard Graduate Student Housing - ■NC-2.2 Silver
4. 824 Hilgard Graduate Student Housing - NC-2.2 Silver
5. Spieker Aquatic Center ■- NC-2.2 Gold
6. Young Research Library Renovation - ■CI-2.0 Gold
7. Hedrick Repairs & Refurbishment - CI-Gold
8. GCRC – CHS Parking ■E Clinical - CI-Gold
9. South Campus Student Center ■- NC-Gold
10. DeNeve Hall – Upper and Lower (Holly and Gardenia) - NC-Gold
11. Mira Hershey Hall ■- NC-Platinum
12. Wasserman Building – Core & Shell - CS- Gold
13. Terasaki Life Science Building - ■NC-Silver
14. Weyburn Terrace - NC-Gold
15. Pauley Pavilion - NC-Gold
16. Kinross Graduate Fitness Center - CI-Gold
17. Dykstra Hall - NC-Gold
18. School of Public Health - CI-Platinum
19. Boelter Hall Laboratory Remodel - CI-Gold
20. Sproul Hall Complex - NC-Gold

Prior to 2009, UC campuses were required to certify projects in accordance with LEED standards, following the same 4-tier structure and requirements, but independent review was by the UC Office of the President. UCLA has two projects completed within the last five years that were certified as UC LEED-Equivalent:
15. Rieber Hall Renovation - CI-Platinum UC LEED-Equivalent
16. Rieber Dining – CI-Gold UC LEED-Equivalent

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

2,181,838 *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)	229,631 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	1,655,534 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	266,175 *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	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 new construction and major renovations 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 certified Living under the Living Building Challenge:

0 *Square Feet*

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

construction and major renovations:

0 *Square Feet*

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

0 *Square Feet*

A copy of the guidelines or policies :

UC-CR-13-0213_SustainablePractice.pdf

The date the guidelines or policies were adopted:

July 1, 2004

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

The Green Building section of the Sustainable Practices Policy covers all new construction and major remodels, and requires a minimum of LEED Silver with two Water Efficiency Credits, and performance at least 20% better than California Building Code Energy Standards. Remodel projects that require 100% replacement of mechanical, electrical, and plumbing systems and replacement of over 50% of all non-shell areas or that have a project valuation over $5 Million shall seek LEED-CI certification.

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

Compliance with the Green Building Policy is a requirement of project budget approval. LEED Certification is validated by GBCI, an independent third party.

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

http://www.sustain.ucla.edu/our-initiatives/green-building-design/leed-projects-at-ucla/

Indoor Air Quality

Responsible Party

Tracy Dudman
Senior Planner
Capital Programs- WWRH

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:

15,638,698 *Square Feet*

Gross floor area of building space:

15,638,698 *Square Feet*

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

California holds stringent regulations over indoor air quality control, implemented and enforced by the Air Resources Board.

We begin with a general evaluation of the ventilation system, which includes monitoring for comfort parameters, adequate outside air supply, and an inspection of the air handling units and air intakes. We will do sampling for dust or other common indoor contaminants based on the occupants symptoms or our observations. We make recommendations to improve maintenance of the HVAC system or specific actions aimed at managing individual occupant's symptoms. For mold inspections and water damage cases, we do moisture testing and a visual inspection for mold.

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

http://www.sustain.ucla.edu/media_IOE/files/SOP-IAQ-032910-im-55p.pdf

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

Emma Sorrell
Sustainability Manager
Housing and Hospitality 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).

"---" *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:

9

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:

Local/Community Based (<100 miles, family farm): Rockview Farms
Humane - Certified Humane Raised and Handled: Wilcox Farms Cage-free Eggs
Fair - Fair Trade Certified (FT USA): Wholesome Sweeteners
Ecologically Sound - USDA Organic: Steaz Sparkling Iced Teas
Ecologically Sound - USDA Organic: USDA Organic Tofu
Ecologically Sound - USDA Organic: USDA Organic Beets
Ecologically Sound - USDA Organic: USDA Organic Cauliflower
Ecologically Sound - USDA Organic: Vegan Organic Vegetable Patties
Ecologically Sound - USDA Organic: Organic Tempeh
Ecologically Sound - USDA Organic: Organic Gluten Free Bean and Cheese Burritos
Ecologically Sound - USDA Organic: Organic Red Flint Polenta
Ecologically Sound - USDA Organic: Organic Coconut Vinegar
Ecologically Sound - USDA Organic: Organic Sesame Ginger Dressing
Ecologically Sound - USDA Organic: Alter Eco Red Quinoa
Ecologically Sound - USDA Organic: Alter Eco Tricolor Quinoa
Ecologically Sound - Rainforest Alliance Certified: Sovrana Lavazza Coffee

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

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

UCLA, along with the other nine campuses in the University of California system, developed a Sustainable Foodservice Practices Section of the UC Policy on Sustainable Practices.

Sustainable Foodservice Practices Policy Guidelines:
As of June 2009, the University of California has established food services practices goals for all campuses that foster sustainability. The Sustainable Foodservice Practices Policy Guidelines have established an overreaching goal for all UC Campus Foodservice Operations (self-operated, franchise operated, or contract operated) to acquire 20% sustainable food products by 2020. Each campus will track their percentage of food budget spent on sustainable products, outline their goals, and provide a report to the Office of the President. These guidelines define Sustainable Food as meeting one of seventeen criteria, including locally grown, Fair Trade, humanely raised, Certified Organic, and Seafood Watch recommended. These guidelines will continue to be reviewed and updated by the UC Sustainability Steering Committee.

UCLA Dining Services, ASUCLA, and the Ronald Reagan UCLA Medical Center continue to asses its current food purchases. Each foodservice operation estimated its sustainable food spend per UCOP sustainability criteria. In 2013 the Ronald Reagan Medical Center surpassed the 20% policy goal and achieved nearly 30% sustainable food in 2014.

UCLA Annual Foodservice Sustainability Policy Report 2013-14:

http://www.sustain.ucla.edu/wp-content/uploads/2013-2014-UCLA-Food-Sustainability-Report.pdf

Housing & Hospitality Services:

http://www.sustain.ucla.edu/our-initiatives/housing/dining-green/

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

Housing & Hospitality Services: UCLA Dining Services tracks food expenditures through its menu planning, food purchasing, inventory management software. Food purchases are classified into cost categories, which are then used in tracking sustainable food expenditures.

Total annual food and beverage expenditures:

16,425,248 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	**Included?**
Dining operations and catering services operated by the institution	Yes	Yes

Dining operations and catering services operated by a contractor	No	No
Franchises	Yes	No
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	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:

Housing & Hospitality Services: UCLA Dining Services' boutique, to-go style restaurant Rendezvous is a Certified Green Restaurant through the Green Restaurant Association.

http://www.sustain.ucla.edu/our-initiatives/housing/dining-green/certified-green-restaurant/

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

http://www.universityofcalifornia.edu/sustainability/documents/policy_sustain_prac.pdf

Low Impact Dining

Responsible Party

Emma Sorrell
Sustainability Manager
Housing and Hospitality 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.

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

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

42.90

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

Housing & Hospitality Services: UCLA Dining Services tracks food expenditures through its menu planning, food purchasing, inventory management software. Food purchases are classified into cost categories, which are then used in tracking animal product expenditures.

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"):

Housing & Hospitality Services: Vegetarian and vegan dishes are offered at every meal in all dining halls. Multiple vegan or vegetarian options are available and many entrees are customizable or made to order. In the residential boutique restaurants, vegan and vegetarian options are also always offered. Due to the quantity and quality of vegan foods and meals offered, UCLA Dining Services won PETA's award for #1 Most Vegan-Friendly College in the US in 2010. Both the online and in-restaurant menus indicate which dishes are vegan or vegetarian.

http://menu.ha.ucla.edu/foodpro/default.asp

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

UCLA Dining Services established a "Beefless Thursdays" program, where traditional all-you-care-to-eat restaurants do not offer menu items containing beef on Thursdays. This is partnered with educational signage that cites the impacts of beef production and consumption. A Meatless Mondays concept is also being explored for one of the four main residential restaurants.

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

http://www.sustain.ucla.edu/our-initiatives/housing/dining-green/beef-less-thursdays/

Annual dining services expenditures on food:

16,425,248 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

7,048,334 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

618,270 *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

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	4,707,234 *MMBtu*	4,572,247 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	344,124 *MMBtu*	316,105 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

	24,711,190 *Gross Square Feet*	19,749,023 *Gross Square Feet*
Gross floor area		

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,929,875 *Square Feet*
Healthcare space	754,766 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	1,481
Cooling degree days	577

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2000	Dec. 31, 2000

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

The building baseline was chosen to align with other sustainability policies and baselines.

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

Timers on temperature consoles allow for pre-set function of temperature control.

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

The university uses LED lighting in a number of building applications, in addition to exit signs.

From September 2011 to December 2012, Housing & Hospitality Services has currently retrofitted over 2,300 lights to LED bulbs, saving an estimated 688,000 kWh annually.

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

In addition to reducing energy use through more efficient lighting UCLA has undertaken a major occupancy sensor installation project. This project is a campus-wide program to install occupancy sensors in offices, storerooms, conference rooms, bathrooms, and stairwells across campus. So far over 11,000 sensors have been installed in 40 buildings. The sensors installed include infrared, ultrasonic, and dual-technology sensors.

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:

The campus Cogeneration Plant, placed in service in 1994, uses natural gas and landfill gas as fuel sources to produce approximately 70 percent of the campus' electricity needs. Waste heat from the production of electricity, along with additional natural gas, is used to produce steam for campus heating and for humidification, cooking, and sterilization. Steam is also used to produce a portion of the chilled water used to air condition many of the campus buildings. Together these mechanisms provide 90% of the energy for the entire campus.

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

Currently the university is pursuing building recommissioning in 10 buildings per year.

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

The campus-wide building automation program (Siemen's Apogee) stores all of the metered building energy consumption on campus. Electrical, chilled water, steam, and domestic water data are collected from various meters connected to field panels that transfer their information to a centralized database located in the Facilities Management Building. Metering information can then be viewed either from within Apogee or by way of a third-party program using an OPC server connection.

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:

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

UCLA has been conserving resources through energy efficiency for decades, including replacing over 600,000 light bulbs on campus with more energy efficient bulbs. Since the Climate Action Plan was launched in 2008, UCLA has invested $20 million in energy efficiency, with an overall project payback of 3.8 years, meaning the investment was returned in cost savings in 3.8 years. This includes around $3 million dollars of rebates from our utility, LADWP, and also includes any interest on the debt that funded the projects. These projects included lighting retrofits, heating and air conditioning retrofits, occupancy sensors and more.

This has resulted in a decrease in energy use per square foot, even as we have added over a million square feet of high intensity lab, medical and residential space.

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

http://www.sustain.ucla.edu/our-initiatives/climate-and-energy/energy-initiatives/

Clean and Renewable Energy

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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.

"---" *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	234,831.15 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	7,277 *MMBtu*

Total energy consumption, performance year:

4,572,247 *MMBtu*

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

Landfill gas from a near by landfill and 38KW solar PV.

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

We have solar thermal on four residence halls, but I do not have energy production numbers for them at this time.

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

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

all RECs purchased are Green-e certified

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

http://www.sustain.ucla.edu/our-initiatives/climate-and-energy/

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

Grounds

Landscape Management

Responsible Party

Richard Ohara
Landscape & Grounds Manager
Facilities Management - Design, Project Management & Operations

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).

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

	Area
Total campus area	419 *Acres*
Footprint of the institution's buildings	267 *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	152 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

The Integrated Pest Management (IPM) program at UCLA uses a comprehensive pest management strategy that strives to find the best pest control solution with minimum impact on human health and the environment, while educating the UCLA campus community on how to limit and prevent unnecessary pest problems.

Pests seek habitats that satisfy basic needs such as food, water and shelter. A successful program depends on the client and campus pest control staff working together to establish an environment that limits harborage areas, points of entry and conditions that attract pests.

IPM is based upon regular inspections, accurate identification of pests and of the specific area actually infested.
IPM prevents pest problems by eliminating pest habitat, and access to food, water and other essential needs.
IPM requires that you decide when the pest has become intolerable; zero tolerance may not be necessary for every pest.
IPM responds to pest problems with mechanical, physical and biological controls, and resorts to chemical controls last.
IPM requires an evaluation of the toxicity and exposure potential associated with any pesticide to assure that the alternative used has the lowest toxicity and lowest risk for unwanted exposure.

-Follows CA DPR guidelines - AB2260 Healthy School Act -follows current online statewide IPM program

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

UCLA is transitioning to drought tolerant landscaping. The campus employs climate controlled and drip irrigation.

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

We promote biodiversity and self sustaining systems. For example, Facilities supports several student projects from riparian planting, vernal pools and native planting at Krieger Child Care slope, Sunset Canyon Rec Area, the native and drought tolerant plants at the Wyton/Hilgard entrance and the on-campus housing landscape on south and south/west slopes area and planter beds. The new Court of Sciences Student Center features a native plant garden on the roof with different California plant communities such as Chaparral or Riparian. There is also a landscape and natural areas task force with staff, faculty, and students working on these issues and on developing a guide for native and drought tolerant plant palate for use in campus landscaping projects.

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

UCLA recycles between 150 and 200 tons of green waste from landscaping per month and uses it for mulch, etc.

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

unavailable in time for this submittal

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

unavailable in time for this submittal

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

Stone Canyon Creek Restoration through partnership with Santa Monica Bay

http://www.santamonicabay.org/stonecreek.html

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

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

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

No

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

http://map.ais.ucla.edu/portal/site/UCLA/menuitem.789d0eb6c76e7ef0d66b02ddf848344a/?vgnextoid=0
d1848fd2f7be110VgnVCM100000e1d76180RCRD

Biodiversity

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.

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

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

<div align="center">

Responsible Party

Marc Leufroy
Commodity Manager
Campus Purchasing -Strategic Sourcing

</div>

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

"---" *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 :

Electronics Equipment
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

.

26. All recyclers of the University's electronic equipment must be e-Steward certified
by the Basel Action Network (BAN) (

www.ban.org

). In cases where the
University has established take-back programs with a manufacturer, the
University will encourage the manufacturer to become a BAN-certified e-Steward Enterprise (

http://e-stewards.org/recycle-responsibly/enterprises/

)

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

UCLA maintains a minimum EPEAT requirement of Silver in order for the product to be promoted through one of our approved procurement channels. (i.e.) ACER the 2nd largest PC OEM does not meet our UCLA EPEAT requirements and as a result their hugely popular desktops/laptops are not available through any of the existing UCLA contracts or UCLA approved procurement channels.

UCLA Strategic Sourcing has taken measures that shipping materials be styrofoam-free. HP Bulk Packaging has also been endorsed. When orders are received for 8+ units, Bulk Packaging is automatically initiated without the need to consult the end-user.

Additional links:

http://www.ucop.edu/purchserv/sustain.html

http://www.sustain.ucla.edu/campus/article.asp?parentid=44

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	14,625.12 *US/Canadian $*
EPEAT Silver	9,209,068.90 *US/Canadian $*
EPEAT Gold	346,688.91 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

10,175,122.28 *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

<div align="center">

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

</div>

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:

This includes cleaning products and janitorial paper (toilet paper and paper towels). It does not include hardware such as brooms, mops, or mats.

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

http://www.sustain.ucla.edu/wp-content/uploads/2013/04/BruinGreenCleaningProgram.pdf

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

In accordance with our Sustainable Practices Policy, UCLA is engaged in several efforts to integrate green procurement initiatives into strategic procurement programs, including development of restructured purchasing contracts that will include sustainability principles in various strategic sourcing areas such as paper, janitorial, and equipment products. At the campus level, green products already do make up a portion of the total procurement.

Beginning April 2011, UCLA has instituted a Bruin Green Cleaning Program comprised of three policies: the Green Cleaning Policy, the Sustainable Purchasing Policy, and the Sustainable Equipment Policy. The Green Cleaning Policy is a set of standard operating procedures for the green cleaning program. These procedures address how an effective cleaning and hard floor and carpet maintenance system will be managed and audited. The Sustainable Purchasing Policy incorporates environmentally friendly cleaning, floor and carpet care, and consumable supplies in the program. Last, but not the least, the Sustainable Equipment Policy ensures that powered janitorial equipment meet established criteria for the program and prescribes their proper use and maintenance.

Bruin Green Cleaning Program:

http://sustain.ucla.edu/campus/article.asp?parentid=11164

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:

1,679,352.76 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

2,490,491.95 *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://www.sustain.ucla.edu/wp-content/uploads/2013/04/BruinGreenCleaningProgram.pdf

Office Paper Purchasing

Responsible Party

Shawn Young
Strategic Sourcing Analyst
Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

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 :

The University of California sustainability policy states that virgin paper will be phased out and all paper products needs to contain at least 30 percent Post Consumer Waste. Janitorial supplies and other uncut paper will contain 100 percent Post Consumer Waste. The campus policies have been in effect since March 2007.

The UCLA Housing & Hospitality Services Sustainability Strategic Plan, which has been in effect since May 2009, adopts a 30% post-consumer waste standard for office supplies and adopts a 100% PCW standard for uncut paper uses.

UCLA Housing & Hospitality Services Sustainability Strategic Plan:

http://www.sustain.ucla.edu/media/files/SustainabilityStrategicPlan-2009-10-zx-j5x.pdf

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:
Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	759,000 *US/Canadian $*
50-69 percent	79,000 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	64,000 *US/Canadian $*

Total expenditures on office paper :

1,200,000 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

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

Inclusive and Local Purchasing

Responsible Party

Shawn Young
Strategic Sourcing Analyst
Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

"---" *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:

UCLA Campus Purchasing promotes small business by:

-Helping small businesses do business with UCLA.

-Helping departments ensure equal opportunity practices for the purchase of goods and services in accordance with University policy.

-Supporting UCLA's obligations as a federal contractor or subcontractor in doing business with small and disadvantaged businesses. This includes outreach activities that improve UCLA's access to qualified small businesses.

Some of the small business services provided by the UCLA Campus Purchasing Department are to:

-Work with campus departments to develop small business subcontracting plans for federal contracts that exceed $650,000.

-Prepare and submit biannual small business subcontract reports to various federal agencies, and annual small business utilization reports to state agencies and the UC Office of the President.

-Distribute a list of these businesses to campus administrators of small business subcontracting plans.

-Identify small businesses, including those owned by women, veterans, service-disabled veterans, the disadvantaged and small HUBZone businesses as potential suppliers of goods and services to UCLA.

-Build relationships with these businesses and encourage them to become certified with the Small Business Administration.

-Educate purchasing staff and the campus community about how to provide equal opportunity in business contracting.

-Act as liaison between the business community and Campus Purchasing.

-Participate in local trade fairs, training programs and outreach efforts sponsored by federal agencies to promote UCLA contact with small businesses.

Additional Links:

http://map.ais.ucla.edu/go/1001766

http://www.ucop.edu/ucophome/policies/bfb/bus43p5.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:
33.60

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:
http://policy.ucop.edu/doc/3220485/BFB%20BUS-43

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Life Cycle Cost Analysis

Guidelines for Business Partners

Responsible Party

Shawn Young
Strategic Sourcing Analyst
Purchasing

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?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

It is the policy of the University of California that no foreign-made equipment, materials, or supplies furnished to the University of California shall be produced by forced labor, as defined in §1307 of Title 19 of the United States Code and §6108 of the California Public Contract Code, convict labor, or indentured labor under penal sanction. Administrative guidelines implementing this policy and incorporating appropriate enforcement mechanisms and a requirement that contractors agree to comply with the policy shall be issued by the President of the University.

The University of California ("University") is committed to conducting its business affairs in a manner consistent with its employee personnel policies and expects its licensees to conduct their business in a manner consistent with, and follow workplace standards that adhere to this Code of Conduct (the Code).

Additional Links:

www.ucop.edu/ucophome/coordrev/policy/1-05-00code.pdf

www.universityofcalifornia.edu/sustainability/documents/policy_sustain_prac.pdf

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

http://www.ucop.edu/ucophome/coordrev/policy/4-07-98att.html

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

David Karwaski
Manager, Planning & Policy
Transportation - Planning & Policy

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

Recent news story on the fleet:

http://newsroom.ucla.edu/stories/ucla-s-green-fleet-is-growing

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

Total number of vehicles in the institution's fleet :

1,099

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	632
Diesel-electric, non-plug-in hybrid	34
Plug-in hybrid	34
100 percent electric	288
Fueled with compressed natural gas (CNG)	64
Hydrogen fueled	3
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	5

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

Fleet Alternative fuel vehicle program has, since 1998, introduced hundreds of AFVs to the UCLA fleet. This year we reached our Climate Action Plan target of 50% sustainable fuel vehicles (PZEV or ZEV), and will continue to strive towards 75%.

The website URL where information about the institution's support for alternative fuel and power technology is available:

https://main.transportation.ucla.edu/campus-vehicle-services/fleet-services

Student Commute Modal Split

Responsible Party

David Karwaski
Manager, Planning & Policy
Transportation - Planning & Policy

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:

Details are available in our State of the Commute report:

http://transportation.ucla.edu/portal/pdf/sotc/2014uclasotc.pdf

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

Total percentage of students that use more sustainable commuting options:

79.70

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)	20.30
Walk, bicycle, or use other non-motorized means	41.40
Vanpool or carpool	6.30
Take a campus shuttle or public transportation	29.50

Use a motorcycle, scooter or moped	2.50

A brief description of the method(s) used to gather data about student commuting:

The website URL where information about sustainable transportation for students is available:

http://www.beagreencommuter.com/

Employee Commute Modal Split

Responsible Party

David Karwaski
Manager, Planning & Policy
Transportation - Planning & Policy

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

48.40

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	51.60
Walk, bicycle, or use other non-motorized means	16.30
Vanpool or carpool	16.30
Take a campus shuttle or public transportation	15.20
Use a motorcycle, scooter or moped	0.70
Telecommute for 50 percent or more of their regular work hours	1.50

A brief description of the method(s) used to gather data about employee commuting:

The website URL where information about sustainable transportation for employees is available:

http://www.beagreencommuter.com/

Support for Sustainable Transportation

Responsible Party

David Karwaski
Manager, Planning & Policy
Transportation - Planning & Policy

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

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:

Electronic bike lockers are available in the Parking Structures 2, 5, 7, and CHS. Lockers are shared, on-demand parking facilities for bikes and bike related equipment only Bicyclists also have access to showers and lockers at various locations on campus. Students have access to these facilities for free by presenting their valid BruinCard. Employees can purchase a 'Commuter Passport' through UCLA Recreation, which allows access to the shower and locker facilities only.

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:

New Smartcard accessed bike lockers have been added to the campus in addition to existing bicycle racks.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The bike and pedestrian network are the primary means of mobility on campus and the heirarchy of users places pedestrians at the top, bikes next, and vehicles below them.

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:

UCLA has in effect a small-scale BruinBike Program: Nine departments on campus have BruinBikes located on premises for faculty and staff to borrow to get around campus on. In addition, UCLA will be piloting a bicycle loaner hub program (ala Velib in Paris) that uses

smartcard technology at the hub kiosks to loan/release the bikes. Staff at UCLA's Transportation and Planning Policy are working on a Master Bike Plan to switch over to a bigger bike share program which will be available to students and employees.

UCLA Transportation and UCLA Recreation, through funding provided by The Green Initiative Fund (TGIF), recently launched a campus bicycle library. The UCLA Bicycle Library will provide bicycles for rent to UCLA students for $35 per quarter. Bicycle rentals are available through the UCLA Bike Shop.

UCLA Bicycle Library Program:

http://map.ais.ucla.edu/go/1004824

UCLA Bike Shop:

http://www.recreation.ucla.edu/insidepage.aspx?uid=cd8cd7af-99fc-47d5-a5d9-3d3716e8e7ac

UCLA Master Bike Plan:

http://www.transportation.ucla.edu/portal/pdf/bikes/0306FinalMasterBikePlan.pdf

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:

Bronze Level Certification. Current:

http://bikeleague.org/sites/lab.huang.radicaldesigns.org/files/bfu_masterlist_fall2013.pdf

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):

UCLA offers subsidized transit passes with 5 different transit agencies and offers extensive maps and information on getting to campus using public transit. In addition, the FlyAway service is offered for any passengers that need to get to the Los Angeles International Airport. The FlyAway picks up and drops off students just a few blocks south of campus, at a location where the Campus Shuttle can be picked up to travel elsewhere on campus.

The Campus Shuttle or BruinBus, operated by UCLA Transportation, provides free shuttle service to locations throughout the campus each weekday (excluding University holidays). On a typical day during the academic year, more than 5,200 rides are taken on the BruinBus. Annually, BruinBus provides nearly 1.1 million rides for UCLA students, employees and visitors. The majority of BruinBus riders are undergraduate students (54%), while graduate students comprise 28% of ridership. Staff and faculty make up 13% and the remaining 5% is made up of visitors, patients, and family members of students or employees.

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:

Emergency rides home. This program is LA County Metro funded.

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:

The UCLA Carpool Network is a new ridesharing community powered by Zimride, a web application that helps users find rides for everyday commutes or one-time trips. Zimride lets users on the UCLA network offer rides or search for rides from fellow UCLA community members. For the past two summers, UCLA Transportation has hosted Commuter Cafes to try and connect UCLA employees living in proximity to each other for carpooling. In addition, UCLA has had an award winning vanpool program for 25 years, matching staff, faculty and students through a UCLA-Exclusive system.

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:

Zipcar currently provides (3) different discounted accounts for UCLA: (1) Student account - $35/year. (2) Staff and Faculty account - $35/year. (3) Alternative Commute Program account – No signup fees, or annual membership fees. And participants receive 4-hours of free usage per month, or one-daily rental equivalent, provided by UCLA Transportation. Departments can also sign up for a departmental account to be used for their employees. There are 18 cars available on and around campus.

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:

12 Level 2 chargers

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:

Department heads may approve telecommuting arrangements as an alternative work arrangement for individual employees where it is in the best interest of the University and the employee. The arrangements should be assessed prior to approval to ensure that operational needs and impact are taken into account. Related guidelines are outlined to help managers, supervisors and employees develop telecommuting arrangements that are equitable, clearly understood by all parties and ensure minimal disruption to the organization. Managers, supervisors and employees are expected to follow these principles in establishing and approving telecommuting arrangements.

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:

When circumstances require such action, alternate workweeks of any other 7 consecutive 24 hour periods may be approved by the Organization Head or designee following consultation with CHR regarding Fair Labor Standards Act (FLSA) and notice requirements.

Almost every contract and personnel policy at UCLA allows for alternate work weeks such as those for Hospital and UCPD staff.

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

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:

Subsidized public transit, subsidized vanpool, reduced price carpool permits

The website URL where information about the institution's sustainable transportation program(s) is available:

http://beagreencommuter.com/

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

Jesse Escobar
Recycling Coordinator
Recycling

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:

Note. STARS does not yet have a field for waste transformation or waste to energy, therefore this number was reported in the Recycling field. Waste to energy for the baseline year was 5,536.33 tons, for the performance year it was 3,577.15 tons.

Also note that UCLA has many programs for reuse and reduction but we do not yet quantify those efforts in tons

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

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	10,314 *Tons*	9,044.29 *Tons*
Materials composted	3,206.16 *Tons*	861.97 *Tons*

Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	5,508.54 *Tons*	9,958.14 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	12,882	6,978
Number of residential employees	75	74
Number of in-patient hospital beds	805	1,002
Full-time equivalent enrollment	42,190	28,278
Full-time equivalent of employees	28,729	22,913
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 1999	June 1, 2000

A brief description of when and why the waste generation baseline was adopted:

Earliest solid data available, and in line with other institutional baselines.

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Campus departments can advertise their excess and surplus property (ESP) free of charge on the UCLA Dollar Saver site.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

UCLA makes its course catalogs and course schedules available online at the following links:

www.registrar.ucla.edu/schedule/schedulehome.aspx

www.registrar.ucla.edu/catalog/catalog-curricul.htm

While a limited amount of materials is still printed, UCLA still makes course directories, course schedules, and course catalogues available online. In addition, the university has switched to make W2 forms available online. UCLA is examining other potential paper publications that can be switched to online and the Chancellor's office has requested that departments send online invitations and communications rather than paper.

In an internal email, the following initiative was instituted.

"Hard-copy "internal" marketing — brochures and other advertising materials sent by one department to another, or to internal audiences of faculty, students and staff — should be eliminated. Please use e-mail and the web for communications to internal audiences.

...Printed invitations can be replaced with E-vites, hard copy newsletters with email versions, etc.

Such efforts reduce costs and serve UCLA's sustainability objectives. A reduction of print and proper utilization of electronic media also can be more effective, as well as less expensive."

UCLA is also looking into campus-wide savings in printing and publications.

A brief description of any limits on paper and ink consumption employed by the institution:

All major UCLA libraries and associated computer labs charge students and visitors for all printing including Powell library, Charles E Young Research library, and the UCLA law library.

There are some computer labs, like the Social Science Computing lab, which provide students taking a full course-load of classes, the opportunity to print up to $10 worth of free printing per quarter, but charge for any additional printing.

Additional Links:

www.clicc.ucla.edu/tiki-index.php?page=printers

www2.library.ucla.edu/libraries/researchlibrary/6789.cfm

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

The Office of Residential Life runs a program called "Clothes Out" during the week that students move out every June. The program allows students to donate textiles, clothing, shoes, bedding, household items and small electronics. The usable products are donated to local charities, and unusable items are recycled, preventing many tons of material from entering a landfill.

Additional Link:

http://www.sustain.ucla.edu/our-initiatives/housing/living-green/

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:

In 2009 a student-led Action Research Team performed food waste audits at two dining halls to quantify edible vs. non-edible food waste and identify menu items that contributed to larger food waste. In winter/spring 2014 a second student-led team audited dining halls to gauge progress on edible food waste reductions.

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:

A brief description of programs and/or practices to track and reduce post-consumer food waste:

UCLA Dining Services has piloted and implemented a trayless dining program at Test Kitchen at Hedrick (residential restaurant). In an effort to encourage students to dine trayless in every dining hall, a "Tray-Free" campaign was launched in Spring 2011, with educational information displayed in strategic areas: on dining tables, at the tray stacks, and plate return station. The signs outline the environmental benefits of dining without a tray.

Many of the residential dining halls serve meal items in small portions to reduce waste. Students are taught to go back for seconds if they need more food, rather than getting a larger portion during the first trip.

Food waste is weighed at each facility when it is picked up for disposal, so UCLA is able to monitor food waste and track reduction progress accurately, and in real time.

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):

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):

UCLA Dining Services provides exclusively reusable service ware, except for napkins, in the main residential restaurants. Therefore the only waste produced on the consumer side is food/napkins. The to-go style restaurants operated by Dining Services use compostable service ware for all disposable items that have a compostable alternative.

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:

As part of its Sustainability program, ASUCLA has two refillable mug programs in campus coffee houses. Customers who use a special ASUCLA mug get a significant discount on coffee, or they can bring in their own mugs for a smaller discount.

A brief description of other dining services waste minimization programs and initiatives:

UCLA Dining Services purchased bulk condiment dispensers to eliminate the use and disposal of condiment packets.

The website URL where information about the institution's waste minimization initiatives is available:

http://www.sustain.ucla.edu/our-initiatives/recycling-and-waste-management/

Waste Diversion

Responsible Party

Jesse Escobar
Recycling Coordinator
Recycling

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:

These numbers include the main campus, not off campus properties, and not the hospitals. Construction materials from renovation are also included. 2012/2013 Academic year. Also note that diversion tons are MSW, so there are items recycled that are not included.

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

Materials diverted from the solid waste landfill or incinerator:

10,424.88 *Tons*

Materials disposed in a solid waste landfill or incinerator :

6,573.27 *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:

UCLA must meet strict diversion guidelines set by the UC Policy on Sustainable Practices which states that by 2012 all UC campuses will divert 75% of all waste from landfills, a target UCLA successfully reached, and will divert 100% of all waste by 2020. In order to accomplish these goals UCLA engages in a rigorous recycling program. Recycled materials include CRV beverage containers, whitepaper, mixed paper and cardboard, newspaper, green waste, rock product, wood and metal, and computer toner cartridges. There are over 200 single-stream recycling bin sites throughout the campus which recycle paper, glass, aluminum, and plastics #1-9, as well as a desk-side recycling program which ensures that all offices on campus have single-stream recycling bins, with a ratio of 1:1 recycling bins to trash cans. Departments can request additional recycling bins online easily at the sustainability website. The website also features a comprehensive recycling FAQ list which aids students, faculty and staff in understanding both the importance of recycling and how to effectively recycle.

In 2008, the UCLA Green Team was introduced, which is a group of volunteers who oversee recycling areas at large events to ensure maximum diversion. In the 2009-2010 school year, a UCLA Action Research Team (

http://www.eslp-la.com/action-research-teams.html

) worked with Facilities Management to conduct research on how to improve campus recycling which included updating maps with recycling bin locations and conducting a survey of students, faculty and staff regarding how to improve recycling on campus which resulted in more effective signage on all campus bins. Undergraduate On-Campus Housing composts food waste and food prep waste at four of its dining facilities.

In addition to composting and recycling, UCLA also diverts waste through a waste-to-energy program with a plant located in an industrial section of the City of Commerce.

While waste to energy does use incineration in the process, it is different from traditional incineration in that combustion of materials is used to generate electricity.

www.lacsd.org/about/solid_waste_facilities/commerce/refusetoenergy.asp

For more information about the diversion rate visit:

http://www.sustain.ucla.edu/our-initiatives/recycling-and-waste-management/

A brief description of any food donation programs employed by the institution:

When large quantities of food are left over, Dining Services in on-campus housing donates those left-overs to the Los Angeles Mission. In September 2013, Dining Services donated more than 350 lb. of leftover food from the New Student Welcome were donated to the Los Angeles Mission.

A brief description of any pre-consumer food waste composting program employed by the institution:

Housing & Hospitality Services: All of the large dining halls compost pre-consumer food waste. Pre-consumer composting has also been rolled out in the boutique/quick service restaurants where food scraps are generated from cooking, beyond food preparation.

A brief description of any post-consumer food waste composting program employed by the institution:

Housing and Hospitality Services: All dining halls compost post-consumer food waste. Two out of the three boutique/quick service restaurants compost post-consumer food scraps through established compost bins, one with bins inside and the other with bins outside the restaurant facilities.

Compost and Recycling in On Campus Housing

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	---
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	---
Laboratory equipment	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes

Motor oil	Yes
Tires	---

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Todd Lynch
Environmental Planning Specialist
UCLA Capital Programs

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

8,389.99 *Tons*

Construction and demolition materials landfilled or incinerated :

526.54 *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:

Construction at UCLA follows the guidelines of the UC Policy on Sustainable Practices, which requires LEED certification and waste management best practices in support of UCLA's Zero Waste Plan. New construction, major renovations, and interior remodels on campus pursue LEED Materials and Resources credit 2 for Construction Waste Management to achieve project waste diversion ratesof 75% or higher, frequently at or above 95%. As a standard requirement of UCLA construction contracts, each project must compose and implement a Construction Waste Management Plan. Prior to demolition, any reusable and salvageable items or materials are separated by Departments and either reallocated inside the University or sold or donated. Any remaining large reuse or salvage is then removed by demolition contractors. Any in place hazardous materials that may be present are separately abated and safely removed. For subsequent demolition and construction waste, Contractors typically engage waste-diversion companies that separate recyclables off-site. On-site staging space is frequently quite limited and these companies offer high rates of reclamation that are independently-certified by Los Angeles County or other regulating authorities. Projects are required to report waste diversion at least quarterly, though many provide monthly data. Overall project waste diversion reports and data are independently reviewed by the Green Building Certification Institute. UCLA Capital Programs and Facilities project representatives work with project team stakeholders regularly, to reinforce these goals, monitor waste diversion activities, and advise about opportunities for salvage, separation, or reuse. Recently, the campus worked with the Engineering VI Building project team to facilitate a donation of their unused wood material to the nonprofit Garden School Foundation for use in building compost bins for L.A. elementary schools.

Hazardous Waste Management

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

UCLA's Hazardous Waste Training class encourages researchers to reduce their hazardous waste generation whenever feasible. Some of the methods we teach in the class are listed below: ordering only exact volumes to be used; being aware of any properties that may preclude long term storage (peroxide formers, degradation, etc.); using suppliers who can provide quick delivery of small quantities; checking your existing chemical inventory before ordering new chemicals; disposing of unneeded chemicals; promoting sharing among common users or returning excess chemicals to storage for use by others; and rotating chemical stock to keep chemicals from becoming outdated. In addition, researchers are instructed to employ small scale protocols whenever possible, use non-hazardous substitutes, return unused chemicals to vendor when possible, and avoid mixing hazardous and non-hazardous waste.

UCLA has offered a Surplus Chemical Exchange Program for several years. EH&S collects unused chemicals and publishes an inventory of what is available on our website. Researchers can view the inventory and request chemical products, which are delivered to them free of charge.

Some basic waste streams can be neutralized for drain disposal in consultation with EH&S. We review all drain disposal considerations so that they meet the requirements of DTSC Hazardous Waste regulations and our Industrial Wastewater permit with the City of LA.

EH&S publishes information to the campus community through email alerts and our website on non-hazardous substitutes for research reagents.

In addition, EH&S offers a free mercury thermometer exchange program. Any researcher who brings in a mercury filled thermometer will receive a free alcohol filled thermometer in return. We have removed approximately 40 pounds of mercury from campus as a result of this program.

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

UCLA disposes of all chemicals and other materials that meet the DTSC definition of hazardous waste in an approved and permitted TSD Facility. EH&S provides a weekly pick-up at each lab building, allowing researchers to bring their hazardous waste to our technicians at the appropriate loading dock of their building. The researchers print their own hazardous waste tags using a UC-system online tag program. The technicians scan the waste tags (using a barcode scanner), check the labels for accuracy, and then segregate the waste by hazard class, and transport it to our campus 90 day facility. Once a month our hazardous waste vendor packs and ships out our waste. All hazardous waste is shipped to facilities that are EPA approved and participate in a UC-wide audit program.

Universal waste is handled primarily by the campus Recycling program in Facilities Management. They provide pick-ups upon request, label it appropriately, and bring it to their storage yard where it is picked up by their universal waste vendor, a DTSC licensed recycler. EH&S also collects small handheld electronics, batteries and fluorescent bulbs during the hazardous waste pick-up and arranges to drop them off at the campus Recycling program.

UCLA also hosts the LA City Household Hazardous Waste Program. This program is open to the public and is available to campus staff and visitors to dispose of their household chemicals, electronic waste, batteries, pharmaceuticals and medical sharps.

http://www.ehs.ucla.edu/pub/UCLA%20S.A.F.E.%20Center%20Flyer.pdf

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Many researchers bring unused chemical products to the hazardous waste pick up. In order to minimize waste disposal while making use of valuable chemicals, EH&S has implemented a surplus chemical redistribution program. On the EH&S website there is a list of chemicals in the Surplus inventory, which are available at no cost to the campus researchers. The inventory is updated monthly, and researchers review the inventory and request materials via email. EH&S delivers the chemicals to their laboratory free of charge.

A smaller chemical surplus inventory is also located in the Chemistry department. This program is managed by the Chemical Safety Officer and is inventoried and inspected regularly to ensure safe chemical storage. Researchers drop off and pick up partially used containers of inorganic salts and other non-reactive, non-flammable materials, for use in the organic chemistry department. This allows researchers access to many compounds that they may only use in very small quantities.

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 are required to go through Facilities Management or Environment, Health and Safety to dispose of their e-waste properly.

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

Facilities Management at UCLA collects e-waste items from the campus and Environment, Health and Safety collects e-waste items from the residential community surrounding campus to assure that all e-waste is recycled responsibly. The campus uses a recycling vendor that processes e-waste directly in Los Angeles,

http://erecyclingofca.com

Facilities Management staff receive safety training regarding the handling of E-waste and all E-waste is carefully documented and labeled to ensure safety. Cartridges specifically get sent free-of charge through campus mail to the recycling coordinator who can therefore assure they are recycled properly.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://map.ais.ucla.edu/portal/site/UCLA/menuitem.2bceb61fc98129c1ae13e110f848344a/?vgnextoid=38b082df180e1110VgnVCM100000dcd76180RCRD

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

Nurit Katz
Sustainability Coordinator
UCLA Office of 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.

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

Level of water risk for the institution's main campus:

High

Total water use::

	Performance Year	Baseline Year
Total water use	1,045,423,656 *Gallons*	892,764,180 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	1,000,017,656 *Gallons*	892,764,180 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	12,882	6,978
Number of residential employees	65	74
Number of in-patient hospital beds	805	1,002
Full-time equivalent enrollment	42,190	28,278
Full-time equivalent of employees	28,729	22,913
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	15,942,991 *Square Feet*	11,620,741 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	152 *Acres*	142 *Acres*

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

	Start Date	**End Date**
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 1999	June 30, 2002

A brief description of when and why the water use baseline was adopted:

This baseline aligns with our Water Action Plan and 2020 water goals.

Water recycled/reused on campus, performance year:

45,406,000 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

UCLA employs both a clean water loop and recovered groundwater. Over the last 3.5 years we have averaged 71,000 Gallons Per Day (GPD) from under the hospital and 53,400 GPD from the clean water loop.

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

Two of our largest water users, the Cogeneration Plant and our on-campus housing zone are metered. For the rest of campus, metered buildings are random.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

UCLA has installed 273 low flow urinals across campus, as well as many high efficiency water fixtures. New building projects are required to meet LEED Silver or higher water requirements and a specific number of water points.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UCLA has a Landscape and Natural Areas Task Force with staff, faculty, and students working on these issues and on developing a guide for native and drought tolerant plant palate for use in campus landscaping projects.

A team of undergraduate students in the Education for Sustainable Living Program, a course-credit program run through the Institute of the Environment and Sustainability, designed and re-landscaped the area next to UCLA's gateway entrance at Hilgard Avenue and Wyton. The goal was to replace a portion of existing landscaping on campus with a more water-efficient one. Students worked with staff in the Facilities Management Department and Housing & Hospitality Services, as well as students in UCLA's Extension program. The new landscaping features a range of low-water-using plants and a new drip irrigation system. Typically, such designs and plants result in using 30 to 50 percent less water over traditional landscapes, although higher efficiencies are possible.

We promote biodiversity and self sustaining systems. For example, Facilities supports several student projects from riparian planting, vernal pools and native planting at Krieger Child Care slope, Sunset Canyon Rec Area, the native and drought tolerant plants at the Wyton/Hilgard entrance and the on-campus housing landscape on south and south/west slopes area and planter beds. The new Court of Sciences Student Center features a native plant garden on the roof with different California plant communities such as Chaparral or Riparian.

A brief description of any weather-informed irrigation technologies employed by the institution:

The campus utilizes weather data from the CIMIS station in Santa Monica to inform our irrigation in relation to temperature, cloud cover, humidity, wind, and precipitation.

A brief description of other water conservation and efficiency strategies employed by the institution:

So far, UCLA's water conservation efforts have reduced annual water use by over 70 million gallons since 2000. Our comprehensive approach to water conservation includes water recycling, high efficiency fixtures such as ultra-low flow urinals, drought tolerant landscaping, and smart climatologically-based irrigation and drip irrigation. New projects, such as a filtration system to treat water for re-use in our cogeneration plant, are under evaluation by the UCLA Water Taskforce, a group that includes staff and administration from Plumbing, Energy Services, Capital Programs, and the Medical Center, as well as faculty from the Engineering Department. UCLA's Chief Sustainability Officer worked with the other nine campuses in the University of California system to develop a new section of the Sustainable Practices Policy focused on water conservation and efficiency. The new policy sets a target of 20% reduction in potable water use per capita from a 3 year campus baseline by 2020.

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

http://www.sustain.ucla.edu/our-initiatives/water/

Rainwater Management

Responsible Party

Tracy Dudman
Senior Planner
Capital Programs, Capital Planning and Finance

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

Submission Note:

The campus was approved to participate in the Small MS4 Permit program in July 2013. UCLA Environmental Health & Safety will be updating their website to provide access to the new information.

"---" *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' LID is focused on Implement standards on projects that create or replace >5,000 SF impervious area (aka Regulated Projects). Require implementation measure for site design, source control, runoff reduction, stormwater treatment (both pre- and post-construction) and baseline hydromodification.

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:

4. The UCLA Stormwater Management Plan is focused on reducing stormwater runoff from new impervious surfaces and protecting stormwater quality. This will be done through the following: Education and Outreach programs; public involvement; required regulatory submittals; pollution prevention during and after construction; and annual reporting requirements.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

7. The campus employs several filtering systems, both active and passive; most common are vegetated planters and some use of hydrodynamic separators.

A brief description of any living or vegetated roofs on campus:

8. The campus completed the South Campus Student Center in February 2012; a depressed food court with a living roof that contains both grass and drought-tolerant landscaping.

A brief description of any porous (i.e. permeable) paving employed by the institution:

9. Grass-crete and decomposed granite are in use at several locations across the campus in place of driveways, fire lanes, and parking.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A brief description of any bioswales on campus (vegetated, compost or stone):

13. Several bioswales exist on the campus and are typically vegetated and incorporated into the landscape design.

A brief description of any other rainwater management technologies or strategies employed by the institution:

14. The campus has a new project under construction that will incorporate a 10,000 gallon stormwater/HVAC condensate tank, with captured water to be reused on the site for irrigation.

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

http://www.sustain.ucla.edu/our-initiatives/water/

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

Nurit Katz
Sustainability Coordinator
UCLA Office of 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:

Does the institution have at least one sustainability committee?:

Yes

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

The mission of the UCLA Sustainability Committee is to create a culture of sustainability at UCLA in which the entire UCLA community is aware of, engaged in, and committed to advancing sustainability through education, research, operations, and community service activities.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Committee Chair

Cully Nordby, Academic Director, Institute of the Environment and Sustainability

Students

Dana Trans, Undergraduate student

Danielle Griffin, Undergraduate Student

Saira Gandhi , Director, Graduate Students Association Sustainable Resource Center

Faculty

Yoram Cohen, Professor, Chemical & Biomolecular Engineering

Carl Maida, Adjunct Professor, School of Dentistry

Glen MacDonald, Director, Institute of the Environment and Sustainability

Staff

Peter Angelis, Assistant Vice Chancellor, Housing & Hospitality Services

Lauri Ashford, Senior Administrative Analyst, Chancellor's Office

Jeff Averill, Campus Architect, Capital Programs

Seth Cable, Associate Director, Marketing Strategy, Marketing and Special Events

Mick Deluca, Director, Cultural and Recreational Affairs

Renee Fortier, Director, Events and Transportation

James Gibson, Director, Environment, Health, and Safety

Karen Hedges, Assistant Director, Residential Life

Teresa Hildebrand, Sustainability Programs Manager, Health System

Nurit Katz, UCLA Chief Sustainability Officer

Harrison Levy, Assistant Director, Student Affairs, School of Law

Chansoth Hill, Interim Director, Events Office

Elizabeth Kivowitz Boatright-Simon, Senior Media Relations Representative, Media Relations & Public Outreach

Aliana Lungo-Shapiro, Sustainability Manager, Housing & Hospitality Services

Todd Lynch, Principal Project Planner, Capital Programs

Jerry Markham, Director, Design Project Management Operations, Facilities Management

Karen Noh, Special Projects Director, ASUCLA

Bill Propst, Director, Purchasing

Sue Santon, Associate Vice Chancellor Capital Programs

Kelly Schmader, Assistant Vice Chancellor, Facilities Management

Bonnie Zucker, Staff Assembly Representative

Committee Staff

Logan Linnane, Intern

Subcommittees

* Academic Subcommittee - Chair: Carl Maida
* Communications Subcommittee - Chair: Sandy Shin
* Events Subcommittee - Chair: Chansoth Hill
* Operations Subcommittee - Chair: Nurit Katz
* Water Task Force - Chair: Tracy Dudman
* Food Task Force - Chair: Robert Gilbert
* Transportation and Planning Task Force - Co-Chairs: Renne Fortier and Sue Santon
* Material Management - Chair: Bill Propst

* Landscape and Natural Areas - Chair: Jerry Markham

* Recycling and Waste - Chair: Jerry Markham

* Green IT - Chair: Jackie Reynolds

Hospital Steering Committee (which has area taskforces)- Chair: Teresa Hildebrand

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

http://www.sustain.ucla.edu/about-us/sustainability-committee/

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 UCLA Office of Sustainability, located in the Facilities Management building, works under the Assistant Vice Chancellor of Facilities Management, with a dual report to the academic side of the university. The Office of Sustainability works to foster partnerships among academic, research, and operational departments and further the goals and initiatives of the campus sustainability program.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

3

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

http://www.sustain.ucla.edu/about-us/staff/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Nurit Katz, Chief Sustainability Officer, Aliana Lungo-Shapiro, Sustainability Manager, Housing and Hospitality Services, Teresa Hildebrand, Sustainability Programs Manager, UCLA Health System

A brief description of each sustainability officer position:

With the goal to establish UCLA as a leader in the field of sustainability at the state, regional, national and international level, the Chief Sustainability Officer promotes broader awareness of UCLA's environmental successes and accomplishments. By effectively working with the campus community and fostering partnerships among academic, research, and operational departments, the Chief Sustainability Officer develops and coordinates education and outreach programs in support of UCLA's sustainability, energy management, and resource conservation programs.

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

http://www.sustain.ucla.edu/about-us/staff/

Sustainability Planning

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	---	---
Public Engagement	---	---
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	---	---
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	---	---
Investment	---	---

Other	---	---

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 measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

UCLA's Climate Action Plan and goals can be found at:

http://www.sustain.ucla.edu/our-initiatives/climate-and-energy/

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

1990 levels of emissions by 2020 and climate neutrality by 2025

Accountable parties, offices or departments for the Air and Climate plan(s):

Sustainability, Facilities Management, Transportation

A brief description of the plan(s) to advance sustainability in Buildings:

Policies objectives and more information here:

http://www.sustain.ucla.edu/our-initiatives/green-building-design/

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

All new construction and renovations must be LEED Silver or Higher, and exceed Title 24 by 20%

Accountable parties, offices or departments for the Buildings plan(s):

Sustainability Office, Design Project Management and Operations, and Capital Programs

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Objectives and planning documents for food can be found here:

http://www.sustain.ucla.edu/our-initiatives/food-systems/

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

20% sustainable food purchases by 2020

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Sustainability Manager of Housing and Hospitality Services, and Chief Sustainability Officer

A brief description of the plan(s) to advance sustainability in Energy:

Planning documents and goals for energy can be found here:

http://www.sustain.ucla.edu/our-initiatives/climate-and-energy/

The measurable objectives, strategies and timeframes included in the Energy plan(s):

UC wide goal for onsite renewable energy 10 megawatts of on-site renewable power by
2014. Achieved, currently creating next target

Accountable parties, offices or departments for the Energy plan(s):

Energy Services, Sustainability

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

Policies and documents for purchasing can be found here:

http://www.sustain.ucla.edu/our-initiatives/purchasing/

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

100% recycled content janitorial paper, and all office paper at least 30% post consumer. More details in policy

Accountable parties, offices or departments for the Purchasing plan(s):

Purchasing, sustainability

A brief description of the plan(s) to advance sustainability in Transportation:

Planning documents for transportation can be found here:

http://www.sustain.ucla.edu/our-initiatives/transportation/

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

50% commute split for employees by 2014, additional info in plan

Accountable parties, offices or departments for the Transportation plan(s):

Transportation, Sustainability

A brief description of the plan(s) to advance sustainability in Waste:

Zero Waste Plan and other documents can be found here:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Zero Waste to Landfill by 2020 (and 75% diversion including construction in 2012, which was achieved)

Accountable parties, offices or departments for the Waste plan(s):

Facilities Management Recycling, Recycling Taskforce, Sustainability

A brief description of the plan(s) to advance sustainability in Water:

Water Action Plan can be found here:

http://www.sustain.ucla.edu/our-initiatives/water/

The measurable objectives, strategies and timeframes included in the Water plan(s):

20% potable water use reduction (per capita) by 2020 from campus baseline

Accountable parties, offices or departments for the Water plan(s):

Water Taskforce

A brief description of the plan(s) to advance Diversity and Affordability:

Strategic Plan for Diversity can be found here:

https://diversity.ucla.edu/strategic-plan

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

In 2003, the UC Board of Regents approved a system wide Green Building Policy and Clean Energy Standards based on the initially student-led effort, calling for the university to adopt principles of energy efficiency and sustainability in its capital projects, purchase green power, promote energy efficiency, and invest in local renewable energy sources. Since then, the UC has gained further national recognition by demonstrating the unique role that higher education can play in addressing sustainability issues.

According to the 2009-2010 Capital Financial Plan, UCLA utilizes a variety of methods to ensure that the issue of environmental sustainability is addressed. The UC Sustainability Policy addresses sustainability and green buildings on the UC campuses. The Policy sets aggressive goals for the ten UC campuses to continue to reduce their carbon footprints. These goals represent a challenge for UCLA as the campus expands and demand for energy increases (through growth in the use of technology). Incorporating energy efficiency into new buildings and renovations as part of the Green Building Program has allowed UCLA to continue to reduce the amount of energy used on a square-foot basis, despite overall campus growth. All UCLA projects are designed to comply with the requirements of the Policy. The Policy adopts green building standards using the Leadership in Energy and Environmental Design (LEED) rating system and includes stringent energy conservation measures. UCLA is committed to achieving a minimum LEED Silver certification for all new construction and major renovation projects.

Above from

http://www.universityofcalifornia.edu/regents/regmeet/jul09/gb3attach.pdf

)

Furthermore, in the Capital Financial Plan, "Build A Sustainable Campus" is one of three major Capital Strategic Initiatives. The plan details green building, transportation, energy conservation and other sustainability programs and goals. One of the other strategic initiatives- "Transform UCLA to a Residential Academic Community" is also related to sustainability, as increasing the amount of students and staff living on campus decreases commutes and builds community.

2009-2010 Capital Financial Plan:

http://www.ucop.edu/capitalprojects/documents/cfp09-10/la.pdf

UCLA's Strategic Plan clearly addresses pertinent environmental issues and provides a framework to guide UCLA to implement environmentally friendly building technologies and energy efficient design strategies.

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

http://www.sustain.ucla.edu/about-us/publications-and-reports/

Governance

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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:

Yes. At the highest level, the board of Regents:
The student Regent is a voting member of The Regents of the University of California, attending all meetings of the Board and its Committees and serving a one-year term commencing July 1. The Board of Regents meets six times a year, every other month, in two-day meetings.

The powers and authorities of The Regents are broadly established in the Constitution of the State of California and are reflected in Bylaw 5 of The Regents of the University of California.

The student Regent is reimbursed for expenses incurred for attendance at meetings of the Board and its Committees. All mandatory University fees and tuition are waived for the student Regent during the academic years in which he or she serves as a Regent-designate and as a member of the Board.

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:

Yes, at UCLA there are student representatives on many governing committees- selected by the student governments- the Graduate Students Association and the Undergraduate Students Association. These committees range from Academic Senate committees to the Healthy Campus Committee, Transportation Services Advisory Board and the Sustainability Committee.

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:

Descriptions unavailable.

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:

UCLA Staff Assembly is an organization for staff dedicated to promoting the interest and welfare of all staff employees. Founded in 1978 and supported by the Office of the Chancellor and Campus Human Resources, Staff Assembly provides a forum where staff employees at all levels can discuss University issues of mutual concern and forward their opinions on policies, procedures and activities related to staff to University Administration.

Staff Assembly provides a two-way communication system to help promote respect and cooperation among staff and other members of the UCLA community. The Assembly recommends staff members to serve on major campus and system-wide committees. Each quarter, Staff Assembly sends two delegates to the system-wide Staff Assembly meeting, called the Council of University of California Staff Assemblies, where they meet with representatives from the Office of the President, Board of Regents members and other key university

officials. Staff Assembly not only offers a vehicle through which to stay informed and feel included, but it also offers opportunities for Staff to give back to the university community.

Inquiries about Staff Assembly can be directed to the Staff Assembly President (

staffassembly@ucla.edu

)

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:

There are official staff advisors to the UC Regents.

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	---
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	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

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:

Faculty are represented through the Academic Senate. If adjunct faculty are not members, I believe they could be represented through staff channels.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

There are faculty representatives to the UC Board of Regents.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
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	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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:

In addition to the FTE in the Diversity office, UCLA has a number of other FTE focused on diversity.

"---" *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 Council of Diversity and Inclusion (CODI), chaired by Vice Provost Christine Littleton, has a primary goal of identifying and addressing campus climate issues. The Council is comprised of a diverse group with representation from faculty, staff, students, alumni, as well as senior level administrators. In addition to working to ensure a safe and welcoming environment, CODI maintains a focus on promoting the UCLA Principles of Community to all members of the Bruin community.

Academic leadership on campus is focused on increasing and supporting diversity among students, faculty and staff through the work of the Council on Diversity & Inclusion, which is currently working on refining UCLA's strategic plan for diversity to assure accountability and methods of assessing progress.

The "Principles of Community" statement was developed by the UCLA Council on Diversity & Inclusion.

UCLA Principles of Community:

http://www.ucla.edu/campusvalues/

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://www.diversity.ucla.edu/aboutus/index.htm

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	No
Staff	Yes
Faculty	---
Administrators	---

A brief description of the cultural competence trainings and activities:

The Staff Affirmative Action Office (SAAO) is available to conduct briefings and training for departments and the UCLA community on affirmative action and equal employment opportunity programs and responsibilities, workforce demographics, and legislative and policy updates. Briefings and training programs are available on topics such as:

Affirmative Action/EEO Compliance

Disability Discrimination

Discrimination Complaint Investigation and Resolution Process

Managing Diversity

http://map.ais.ucla.edu/portal/site/UCLA/menuitem.789d0eb6c76e7ef0d66b02ddf848344a/?vgnextoid=4

948955bfe7d1010VgnVCM1000008f8443a4RCRD

Diversity Education Programs

Training Programs range from half-day workshops to multiple-day training programs which are tailored to meet specific needs of departments. Workshops offered:

Managing a Diverse Workforce

Communicating Across Cultures

Gay/Lesbian Issues in the Workplace

Valuing Differences

Gender Issues

Cross Cultural Skills

Stereotypes

Respectful Workplace

http://map.ais.ucla.edu/go/1000722

The website URL where information about the cultural competence trainings is available:

http://map.ais.ucla.edu/portal/site/UCLA/menuitem.3f8e7342ad4ca217b66d4ab4f848344a/?vgnextoid=f
dc94d8a56a8ff00VgnVCM1000008f8443a4RCRD

Assessing Diversity and Equity

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

UC Climate Survey

http://campusclimate.ucop.edu/

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

UCLA Diverse Learning Environments Survey, UC Undergraduate Experience Survey, UC Graduate/Post Doc Expereince Survey,

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

UC Climate Survey

http://campusclimate.ucop.edu/

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):

UC Climate Survey

http://campusclimate.ucop.edu/

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

http://campusclimate.ucop.edu/

Support for Underrepresented Groups

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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.

"---" *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 Academic Advancement Program (AAP) - AAP is a a multiracial program that represents access, equity, opportunity, and excellence. AAP's goals are to ensure academic success, retention, and graduation of its more than 6,500 students, to increase the number of these students entering graduate and professional schools and to develop the academic, political, scientific, economic, and community leadership necessary to transform our society in the 21st century. AAP programs and services are linked together by an underlying belief that all AAP students have earned their academic right to be at UCLA and have demonstrated the academic potential to excel at, and graduate from, UCLA. AAP encourages and promotes academic achievement and excellence by providing students with tutoring, academic programs, academic, personal, and career counseling, graduate mentoring, scholarships, research opportunities, stipends, opportunities to participate in innovative science programs, and a computer lab.

Founding date: AAP was founded in 1973. AAP was formed as a mold of two programs, the Educational Opportunity Program (EOP) in 1964, and High Potential Program (HPP) in 1968.

The Center for Excellence in Engineering and Diversity (CEED) - CEED is committed to the development, recruitment, retention, and graduation of underrepresented engineering and computing students. The CEED Mission is to work with a community of partners to ensure equity and parity in the K-20 pathways that lead to engineering and computing degrees. CEED's undergraduate retention approach

offers numerous programs and services focused on the personal, academic, and career development of economically disadvantaged and underrepresented engineering and computing students at UCLA. CEED provides academic and professional workshops, access to financial support and internships, research programs, clustering of students into the same sections of classes to support academic collaboration and high performance, academic enrichment programs, academic advisement, and support of three student organizations: American Indian Science and Engineering Society (AISES), National Society of Black Engineers (NSBE), and Society of Latino Engineers and Scientists (SOLES). CEED's undergraduate program currently supports about 200 economically disadvantaged, undergraduate engineering and computing majors of all backgrounds—89% underrepresented (African-American, Latino, American Indian) and 11% other. Twenty-two percent (22%) of CEED students are female.

Founding date: CEED was founded in 1983.

http://www.diversity.ucla.edu/undergrad/index.htm

The website URL where more information about the support programs for underrepresented groups is available:
http://www.diversity.ucla.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:

UCLA is committed to maintaining a campus community that provides the strongest possible support for the intellectual and personal growth of all its members – students, faculty and staff. Each must feel valued, welcomed and included. Acts intended to create a hostile climate that are directed at any of our members are unacceptable and have no place in our community. The True Bruin Respect program has been put in place to aid in responding to such acts.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:
http://www.studentgroups.ucla.edu/bias/

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

Nurit Katz
Sustainability Coordinator
UCLA Office of 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.

"---" *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:

UCLA Alliance for Graduate Education and the Professoriate (AGEP)
This program is funded by the National Science Foundation (NSF). Its mission is to increase the number of underrepresented minority students (African American, Hispanics, American Indians, and Native Hawaiians, Alaska Natives or other Pacific Islanders) in science, technology, engineering, and mathematics (STEM) PhD programs. The UCLA AGEP program has numerous support services to help their students transition to graduate life and apply to graduate school. The mission of this program is to significantly increase the number of underrepresented minority students receiving doctoral degrees in the STEM programs. A number of strategic methods to achieve this goal include:
-Summer enrichment opportunities for undergraduate, master's and doctoral students
-Pre-application events
-Partnerships with Minority Serving Institutions which include Historically Black Colleges and Universities (HBCU), California State Universities (CSU), Tribal Colleges and Universities (TCU)
-Targeted interactions with admissions committees
-Increased campus visitations
-Increased networking opportunities
-Improved faculty mentoring
-Professional and academic skills workshops

-Creation of new models for increasing URM access to and participation in postdoctoral scholar positions, ensuring competitiveness for academic positions

http://www.gdnet.ucla.edu/asis/agep/index.html

UC Diversity Initiative for Graduate Study in the Social Sciences (DIGSSS)
This program funded largely by the National Science Foundation (NSF) and provides financial and academic support in the form of the UC DIGSSS Fellows Award for first-year doctoral students studying social, behavioral and economic sciences programs. It assists students in making a successful transition to graduate studies by becoming academically engaged.

http://www.gdnet.ucla.edu/asis/digsss/index.html

The website URL where more information about the faculty diversity program(s) is available :

https://diversity.ucla.edu/information-for/faculty

Affordability and Access

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of 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:

UC's Blue and Gold Opportunity Plan will cover your systemwide fees if you are a California resident whose family earns less than $60,000 a year ($70,000 beginning in 2010-11) and you qualify for financial aid. And this is just the starting point. Blue and Gold students with sufficient financial need can qualify for even more grant aid to help reduce the cost of attending.

http://www.universityofcalifornia.edu/admissions/paying-for-uc/financial-aid/grants/blue-gold/i

ndex.html

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Economic Crisis Response Team (ECRT) was assembled in January 2009 as a response to an ongoing situation on our campus that poses a serious threat to the academic careers of a significant number of our students: the unanticipated onset of extreme financial need. With the continuation of national, state, and university budgetary woes the needs that are brought to our attention range from students occasionally living in their cars to students who feel they must choose between buying books and buying groceries, to students having to contribute their work-study earnings to their families to help with basic needs and even keeping their homes, and many other equally difficult and challenging situations. The team, which meets bi-weekly and takes referrals from around the campus, is composed of representatives from the Office of the Vice Chancellor Student Affairs: Financial Aid, Student Loan Services, Housing, Student and Campus Life, Community Programs Office, Academic Advancement Program, The Bruin Resource Center, and the Graduate Student Resource Center.

The ECR Team has specific goals:

•Identify undergraduate and graduate students in extraordinary financial crisis;
•Coordinate on and off-campus resources to relieve both the immediate and long term financial stressors in these students' lives;
•Make the resource options available to the students as quickly as possible;
•Track the intervention;
•Preserve confidentiality and respect the students' dignity;
•Reinforce UCLA's long-term ability to provide resources; and
•Help students stay enrolled and graduate.

Referrals to the ECR Team can be made by administrative staff, faculty members, concerned peers or by direct contact from the student in need of assistance. All referrals are treated with the utmost confidentiality, and the team will typically begin to develop an individualized solution within 24 hours.

The work done by the Team is extremely time and labor intensive, with almost every situation requiring individualized assessment, advising, counseling, and resource structuring. Matters of concern can be directed to the Economic Crisis Response Team coordinator, Serifa Hozdic, at

shozdic@saonet.ucla.edu

or 310-206-1189, or to the ECR Team's email,

ecr@saonet.ucla.edu

.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Student Affairs plays a major role in outreach at UCLA and oversees the following student-centered efforts:

Early Academic Outreach Programs (EAOPrograms) is designed to increase the academic competitiveness of students in grades 9-12 for admission to UCLA, to increase the academic competitiveness of prospective applicants to UCLA graduate and professional schools, and to promote UC-eligibility and competitive eligibility among middle school students. The major emphasis of EAOPrograms is on students taking personal responsibility for their academic and personal achievement to be optimal learners. Students in 47 high schools and 32 middle schools receive assistance in developing an individualized academic plan for UC admission; college preparatory information; and test preparation and academic workshops. EAOPrograms include UC Bound, Career-Based Outreach Program, University Express, Community-Based EAOP, and the UCLA Antelope Valley Outreach Partnership.

Urban Collaborative is a partnership of three universities (UCLA, Loyola Marymount University, and California State Polytechnic University, Pomona) and three community-based organizations, which was formed in 1999 with the primary goal of increasing postsecondary opportunities and ensuring college access and success among educationally-disadvantaged youth.

BruinCorps is an initiative launched during the summer of 1997 in response to a national focus on literacy and community service. Its challenge is to provide synergy between community service and service learning efforts, to build collaboration and partnerships, and to connect community service with instruction and research. BruinCorps programs utilize federal work-study programs, national and state educational incentives, and awards to help prepare children in under-resourced communities by enhancing their skills for educational success. BruinCorps is a member of the AmeriCorps National Network.

The Administrative Office of the Vice Chancellor also serves as the Chancellor's liaison with the ADA/504 Compliance Office, ASUCLA, and the Student Fee Advisory Committee.
UCLA has dozens of scholarships for low-income students.
The Academic Advancement Program, known on the UCLA campus as AAP, is the nation's premier student retention program and coordinates with the Office of Parent and Family Programs. AAP has enjoyed a tradition of academic excellence at UCLA for nearly 35 years.

The Director of AAP and Associate Vice Provost for Student Diversity provide leadership for the innovative programs available to more than 6,000 UCLA undergraduates from diverse populations who have been historically underserved by higher education. These groups include first-generation college students, students from low-income families, and students from underrepresented populations.

AAP promotes academic achievement and excellence through academic advising, collaborative learning workshops, mentoring to prepare for graduate studies and professional schools, summer bridge programs for entering freshmen and transfer students, and scholarships for our students.

Additional links:

http://www.aap.ucla.edu/

A brief description of the institution's scholarships for low-income students:

UCLA has dozens of scholarships for low-income students.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Academic Advancement Program, known on the UCLA campus as AAP, is the nation's premier student retention program and coordinates with the Office of Parent and Family Programs. AAP has enjoyed a tradition of academic excellence at UCLA for nearly 35 years.

The Director of AAP and Associate Vice Provost for Student Diversity provide leadership for the innovative programs available to more than 6,000 UCLA undergraduates from diverse populations who have been historically underserved by higher education. These groups include first-generation college students, students from low-income families, and students from underrepresented populations.

AAP promotes academic achievement and excellence through academic advising, collaborative learning workshops, mentoring to prepare for graduate studies and professional schools, summer bridge programs for entering freshmen and transfer students, and scholarships for our students.

Additional links:

http://www.aap.ucla.edu/

http://www.parents.ucla.edu

A brief description of any targeted outreach to recruit students from low-income backgrounds:

UCLA does not target students for outreach based on income and does not fund programs for recruitment.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

When a campus has to choose among qualified students, it applies standards that are more demanding than the minimum requirements. Using a process called comprehensive review, admissions officers look beyond the required test scores and grades to evaluate applicants' academic achievements in light of the opportunities available to them and the capacity each student demonstrates to contribute to the

intellectual life of the campus. Because the applicant pool is different every year, the level of academic performance necessary will vary.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

There are several scholarship options that available to low-income students. Undocumented students are also available to receive state and university aid.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The Academic Senate's Committee on Diversity and Equal Opportunity accepts nominations for the Diversity, Equity, and Inclusion Award, which is presented to two members of the campus community (one faculty and one student) who have aided in the furtherance of a diverse, impartial, and inclusive academic environment at UCLA.

http://www.senate.ucla.edu/DiversityEquityandInclusionAward.htm

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:

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:

UCLA Early Care and Education (ECE) professionals foster the development of children and create a strong foundation for lifelong learning by providing developmentally appropriate education and quality care, support for families and resources for the community. Tuition assistance is available for students with dependents.

A brief description of other policies and programs to support non-traditional students:

The goal of the Bruin Resource Center (BRC) is to provide students with services, workshops, programs, and academic curriculum that develop skills around self-empowerment, decision making, leadership, stress and conflict management, understanding diversity, and creating support networks. At the institutional level, the BRC also engages in advocacy for policy changes and shifts in campus culture in line with its mission. Within its overarching goals, the BRC has three main functions. The first main function of the BRC is to offer personal success and academic persistence programs to support undocumented students, current and former foster youth students, student

veterans, transfer students, and students with dependents. The second main function of the BRC is to provide health education to the campus community that promotes awareness of positive behaviors regarding stress management, emotional intelligence, body image, food/nutrition, and alcohol. The third main function of the BRC is to address principles of community and campus climate through identity development and dialogue between diverse groups.

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	32
The graduation/success rate for low-income students	89
The percentage of student financial need met, on average	83.20
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://www.ucla.edu/admissions/affordability

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

Nurit Katz
Sustainability Coordinator
UCLA Office of 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.

Number of employees:

28,729

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

28,729

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:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

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://atyourservice.ucop.edu/employees/policies_employee_labor_relations/background/process.ht
ml

Assessing Employee Satisfaction

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:
Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

several surveys conducted in the last two years: the 2012 CUCSA Staff Engagement Survey and the UC Campus Climate Survey.

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 year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The UCLA Recreation FITWELL Program activates wellness on campus by educating, motivating and empowering faculty, staff and students to make healthy lifestyle choices specifically in the areas of fitness and exercise, nutrition and weight management, stress management, and general health education.

http://www.recreation.ucla.edu/insidepage.aspx?uid=e2c642e0-db1e-489d-9db1-19c219881152

Wellness Program

The Bruin Health Improvement Program (BHIP) is a 12-week program by UCLA FITWELL designed to educate, motivate and provide UCLA Faculty and Staff with an opportunity to improve their overall health and fitness.

The University of California (UC) employs the StayWell benefits program as part of the expanded UC Living Well program. Eligible faculty and staff and their family members covered by most UC medical plans (Blue Cross Plus and PPO, CIGNA Choice Fund, Core and Health Net) can enjoy enhanced wellness and personal health-management benefits through participation in StayWell.

Participation in StayWell is voluntary and at no cost to faculty or staff. StayWell also supports individual wellness efforts.

http://map.ais.ucla.edu/portal/site/UCLA/menuitem.789d0eb6c76e7ef0d66b02ddf848344a/?vgnextoid=4

fe15da06d6f6110VgnVCM200000e2d76180RCRD

UC Living Well is the University's umbrella wellness initiative for faculty and staff that expanded systemwide in 2008 after a successful 2007 pilot phase at Berkeley, Office of the President, UCLA and UCLA Medical Center. Along with links to varied wellness resources and information, the UC Living Well website gives information about the many UC local campus, medical center, and laboratory wellness programs and recreational and sports facilities and activities.

As part of UC Living Well and the wellness efforts provided at UCLA, StayWell offers improved, standardized wellness and individual health-management resources at no charge, and participation is voluntary. The program is designed to help eligible employees and their family members achieve a healthy lifestyle.

http://uclivingwell.ucop.edu/

The UCLA Health System also offers community programs and events to help lead healthier lives through wellness education and the prevention of illness and injury.

http://www.uclahealth.org/body.cfm?id=173

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

http://www.recreation.ucla.edu/insidepage.aspx?uid=5f5cd42e-904a-40c4-8e93-862b16b232a8

Workplace Health and Safety

Responsible Party

Oksana Nerisyan
Workers' Compensation Claims Coordinator
UCLA Office of Insurance and Risk Management

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

Submission Note:

Additional resources:

http://ergonomics.ucla.edu/

http://www.recreation.ucla.edu/rhec

http://www.recreation.ucla.edu/fitwell

http://www.recreation.ucla.edu/bhip

http://www.recreation.ucla.edu/iworkout

http://www.wellness.ucla.edu/files/UC%20Reciprocity.pdf

http://www.totalwellnessmagazine.org/index.html

http://swc.ucla.edu/

http://uclivingwell.ucop.edu/

http://marc.ucla.edu/

http://www.counseling.ucla.edu/

http://www.snac.ucla.edu/

http://wellness.healthcare.ucla.edu/

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	819	805

Full-time equivalent of employees	31,888.68	25,234.58

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2000	Dec. 31, 2000

A brief description of when and why the workplace health and safety baseline was adopted:

The year 2000 was picked to align with other baseline years for different credits within STARS

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

http://map.ais.ucla.edu/portal/site/UCLA/menuitem.2bceb61fc98129c1ae13e110f848344a/?vgnextoid=0
64ae6ffe0e1e010VgnVCM100000db6643a4RCRD

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

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

"---" *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

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

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

---

"---" 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.pd

Does the institution use its sustainable investment policy to select and guide investment managers?:
Yes

A brief description of how the policy is applied, including recent examples:

It guides the UC Office of Chief Investment Officer in making investments decisions based on these adopted ESG factors including the decision to allocate $1 billion in positive climate-protection investments over the next five years

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, but the University's proxies are managed and voted by a third party service provider.

http://www.ucop.edu/treasurer/_files/invpol/App_4-8_UCRP-GEP_IPS.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)

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

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

Note this is for UC managed funds. The smaller portion managed on the UCLA campus does not have a full snapshot, only asset categories.

"---" *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

<div align="center">

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

</div>

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Grand Challenge in Environment and Sustainability- campuswide interdisciplinary research initiative

A brief description of the innovative policy, practice, program, or outcome :

The Grand Challenge in Environment and Sustainability: Thriving in a Hotter Los Angeles, is a groundbreaking interdisciplinary research initiative that channels the resources of an entire university toward a single, large-scale goal. With partnerships across sectors and communities, UCLA will develop a comprehensive plan to achieve self-sufficiency in energy and water in the Los Angeles region by 2050. The Grand Challenge Project will bring greater scale and cohesion to UCLA's efforts in sustainable energy and the environment. Students and faculty across the campus will be engaged in this initiative.

The L.A. region is already experiencing some of the impacts of climate change. We can expect to experience increases in temperature, sea level rise, wildfire frequency and size, as well as decreased local snowfall, and changes to the frequency and severity of extreme weather events. In Los Angeles, more than 85% of our water is imported from elsewhere. Los Angeles is particularly vulnerable to water shortages due to burgeoning population and climate change, which impact water resources. By 2050, downtown L.A. will experience three times as many extremely hot days as it does now, and the valleys and mountains will experience four times as many scorchers. Increasingly universities recognize the role they can play in solving these type of complex problems by bringing together expertise across the disciplines. The Grand Challenge will provide a new model for interdiciplinary problem solving by fostering collaboration across the campus. This Grand Challenge Project will address sustainability in eight separate components with overlapping membership to promote communication across the team. In addition, the project will utilize three work groups to ensure a more holistic perspective when looking at issues and solutions. The eight components are: Energy Generation and Storage,Water Technologies, Water Resource Characterization and Climate Change, Biological Resources, Biodiversity and Climate Change, Urban Planning, Transportation, Architecture and Design, Public Health and Air Quality, Law, Policy and Economics, and Public Engagement and Outreach.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Plan developed by 2019 and by 2050 LA region 100% renewable energy, and 100% local water

A letter of affirmation from an individual with relevant expertise:

LA Times.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	Yes
Research	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://grandchallenges.ucla.edu/

Innovation 2

Responsible Party

Nurit Katz
Sustainability Coordinator
UCLA Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Cooling Tower Wastewater Recycling with Smart Integrated Membrane Systems

A brief description of the innovative policy, practice, program, or outcome:

The pilot project goal was to evaluate, at the pilot-scale, the technical and economical feasibility of reclaiming potable-quality water from the UCLA Co-Generation (CoGen) plant cooling tower blowdown wastewater using a novel integrated ultrafiltration (UF)/Reverse Osmosis (RO) membrane system in order to reduce wastewater discharge into city sewers and city water usage. The UCLA CoGen plant, which provides the UCLA campus with electricity (39MW), chilling water, heating steam, utilizes industrial-scale cooling towers to enable cooling of various process equipments. To control the accumulation of particles/mineral salts in the cooling towers (and thus sustain cooling tower operation), an average of about 66,000 gallons/day of blowdown wastewater are discharged to city sewers, which costs UCLA significant sewer charges. This amount of daily water make-up has to be purchased adding to the overall cost of water use in the CoGen.

An innovative approach was undertaken, matching the needs and capabilities of UCLA Energy Services facilities with ongoing research at the UCLA Water Technology Research (WaTeR) Center. The UCLA WaTeR Center has been developing an advanced concept of smart integrated membrane system (SIMS) that utilizes state-of-the art ultrafiltration (UF) and reverse osmosis (RO) technologies, with novel systems integration and process control strategies. As part of a separate project, construction of pilot-scale SIMS prototype (the CoM2RO system) was completed in February 2011. Given CoM2RO system capabilities for treating various types of feed water (e.g., seawater, brackish water, and agricultural/industrial wastewaters), the CoM2RO system was deployed at the UCLA CoGen plant for six-month field development. The UCLA CoGen facility provided a unique "living" laboratory for UCLA to assess the feasibility and benefits of CoGen plant cooling tower water reclamation, while leveraging existing research and providing a rare opportunity for UCLA researchers/students to enrich their research and educational experiences. Funds are currently being sought for permanent system installation for cooling tower blow down water recycling.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

When a permanent system is installed this year it will save UCLA 25.5 million gallons a year!

A letter of affirmation from an individual with relevant expertise:

Prof Water Cleaning.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.sustain.ucla.edu/our-initiatives/water/

Innovation 3

Responsible Party

David Karwaski
Manager, Planning & Policy
Transportation - Planning & Policy

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 4

Responsible Party

David Karwaski
Manager, Planning & Policy
Transportation - Planning & Policy

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available: