University of San Diego

The following information was submitted through the STARS Reporting Tool.

Date Submitted:	March 23, 2015
STARS Version:	2.0

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Operational Characteristics

Criteria

n/a

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

Academics and Demographics

Criteria

n/a

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

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

Michael Catanzaro
Director
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	1,640	1,093
Number of sustainability courses offered	48	33
Number of courses offered that include sustainability	174	117

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

30

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

51

Number of years covered by the data:

One

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

Course Listing.xlsx

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

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

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

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

A committee comprised of faculty, staff and students reviewed course titles and descriptions to determine qualifying classes. The Earth Charter was used as the platform to understand the various aspects of sustainability across different schools and departments and what courses could qualify as sustainability centric or focused. The four broad commitments along with the 16 principles were used to understand the common standard by which the conduct of all students, courses and faculty is to be guided and assessed.

For instance, all course inculcating diversity as one of its key learning outcomes of the syllabi were considered under sustainability related as they refer to the principle 1b) of the Earth Charter - Respect Earth and life in all its diversity - Affirm faith in the inherent dignity of all human beings and in the intellectual, artistic, ethical, and spiritual potential of humanity.

This procedure was carried across the seven schools at USD- Joan B. Kroc School of Peace and Justice, School of Business, Hann School of Nursing, Shiley-Marcos School of Engineering, School of Leadership and Education Science, School of Arts & Science and School of Law.

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	No
Independent study	No
Special topics	No
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	No

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

Yes

Does the institution designate sustainability courses on student transcripts?:

Yes

Learning Outcomes

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

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

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

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

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

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

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
1,767

Total number of graduates from degree programs:
2,455

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

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

The core curriculum has been modified, approved, and beginning in Fall 2014 all undergraduate students will have social responsibility as an umbrella goal with environmental awareness as a core outcome. The graduate programs included Peace & Justice Studies, Real Estate, Supply Chain, and Marine Science. A complete list of links to all the sustainability learning outcomes for different programs is below: College of Arts and Sciences Core:

https://www.google.com/url?q=http://www.sandiego.edu/curriculum/documents/CoreCurrisulumPropFor

m.docx&sa=U&ei=lxIHVeyCIIH1oAShiIKwDg&ved=0CAUQFjAA&client=internal-uds-cse&usg=AFQjCNFbGs844Md

KmIF8uYmVsxEIc1dvuA

Real Estate:

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

Peace Studies:

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

Supply Chain:

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

Marine Science and Environmental Studies:

http://www.sandiego.edu/cas/mars_envi/program/learning_outcomes.php

MBA:

http://www.sandiego.edu/business/about-sba/

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

See links in the Submission Notes below

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

http://www.sandiego.edu/curriculum/resources/learning-goals.php

Undergraduate Program

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

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):

Marine Science

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

The Marine Science major, offered by the Department of Environmental and Ocean Sciences, is intended for students interested in the natural sciences as well as the marine world. It provides a rigorous curriculum that is intended to prepare students to go on to either graduate studies or directly into oceanographic work. A core of oceanography courses unifies the marine science major. In addition, the student elects a curriculum from a pathway in biology or earth systems. The student majoring in marine science is encouraged to select an advisor from his or her area of concentration as soon as possible. A list of advisors is available from the chair of the Department of Environmental and Ocean Sciences.

Faculty involved:

Michel A. Boudrias, PhD
Michel A. Boudrias, PhD,has been on the faculty since 1996 and is currently chair of the department and Chair of the university's Sustainability Task Force. Boudrias teaches classes that cover a wide range of topics from introductory marine biology to

interdisciplinary coastal environmental science to classical invertebrate zoology. He has taught Honors courses that combine traditional classroom concepts with intense field experiences.

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

http://www.sandiego.edu/cas/envi-ocean/program/mars_major.php

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

Environmental Studies

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

The Environmental Studies major is offered by the Environmental and Ocean Sciences Department and is designed as an interdisciplinary approach studying environmental issues from the natural sciences, social sciences and humanities perspectives. This major is intended to provide students with a background in the natural sciences balanced by breadth in the social sciences and humanities most directly connected to environmental issues facing the world today. Students majoring in environmental studies will be well prepared to pursue graduate studies in environmental policy, resource management, environmental science, law or any area in the rapidly developing industries related to environmental sustainability.

The Environmental Studies major offers a curriculum that includes preparatory courses in the natural and social sciences designed to prepare students for both the core upper division environmental science classes and the suite of electives they will take as part of the major. Several of the courses in the preparation for the major satisfy core curriculum requirements. Students must complete a capstone experience that consists of at least two units of practical experience followed by Senior Seminar where students formally share the results of their work. Certain courses offered through field programs (like the School for Field Studies) or study abroad programs may satisfy some requirements of the major.

Faculty involved:
Ron Kaufmann, PhD
Ron Kaufmann, PhD, joined the USD faculty in 1997 and currently serves as director of the Marine Science Graduate Program. His areas of specialization are ecology and environmental biology, and his teaching includes courses in biology, environmental studies and marine science, as well as interdisciplinary courses that are team-taught with colleagues in the humanities. Kaufmann's scholarship focuses on biological communities and their dynamics as well as their responses to changing environmental conditions. He has studied marine communities in extreme environments such as the Antarctic and the deep ocean.

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

http://www.sandiego.edu/cas/envi-ocean/program/envi_major.php

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

Peace and Justice Studies Minor

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

This program provides historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development, and strategies for global order. Students will explore the links among these issues as a means for understanding the obstacles to, and opportunities for, peace and justice.

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

http://www.sandiego.edu/peacestudies/programs/undergraduate-minor.php

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):

Marine Science

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

Similar to the major in Marine Science, The Marine Science minor, offered by the Department of Environmental and Ocean Sciences, is intended for students to build a foundation for their interests in the natural sciences as well as the marine world. The core curriculum is based on the prerequisites and orientation of the courses in marine science and this minor is intended for students majoring in the natural sciences. A core of oceanography courses unifies the marine science major. In addition, the student elects a curriculum from a pathway of electives - Geological Oceanography, Biological Oceanography and Marine Geochemistry.

Faculty involved:

Sarah Gray, PhD
Sarah Gray, PhD, teaches courses in geological oceanography, paleoclimatology, climate change, environmental geology, and earth science. These courses include hands-on field and lab-based research experiences. Gray conducts research in paleoclimatology, marine sedimentation, the geology of coral reefs and environmental proxies recorded in the geochemistry of coral skeletons.

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

http://www.sandiego.edu/cas/envi-ocean/program/mars_minor.php

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

Environmental Studies

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

The Environmental Studies minor is offered by the Department of Environmental and Ocean Sciences. The environmental studies minor is intended to accompany majors in the natural sciences, liberal arts, business, or education. This minor is intended to provide coursework in subjects that will help a student work in fields related to sustainability, environmental policy or management.

Faculty Involved:
Bethany O'Shea, PhD
Bethany O'Shea, PhD, teaches courses in environmental geology, earth science, and geochemistry of ocean and continental waters. All of

these courses use the environment as a natural laboratory and include interactive problem solving and thought provoking learning techniques. Dr. O'Shea is interested in the cycling of metals, nutrients, and contaminants in the environment; specifically controls on the movement and distribution of trace elements in groundwater, lakes, and sediments. She welcomes the opportunity to teach and mentor students interested in the earth, marine, and environmental sciences.

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

http://www.sandiego.edu/cas/envi-ocean/program/envi_minor.php

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

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

The Master of Arts in Peace and Justice Studies is a flexible program that gives students the core knowledge and capabilities to be an effective peacebuilder, while encouraging them to build expertise in your their interest area within the larger field of peace and justice. Examples include human rights, conflict analysis and resolution, human trafficking, religion and peacebuilding, development and human security, environmental justice, peace education and social entrepreneurship.

Our holistic learning model blends theory and practice. Our faculty practice what they teach, and classes are infused with meaningful, real-world opportunities to address challenging local and global issues.

Potential areas of interest: human rights, advocacy, restorative justice, conflict analysis and resolution, human trafficking, religion and peacebuilding, development and human security, environmental justice, peace education and social entrepreneurship.

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

http://www.sandiego.edu/peacestudies/academics/programs/masters_program/

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

MBA - Corporate Social Responsibility and Sustainable Enterprises & Sustainability emphasis

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

Along with the rigorous foundation of the MBA curriculum, The Corporate Social Responsibility and Sustainable Enterprises Concentration prepares students to strive to achieve success in the triple bottom line: economic, environmental and social. Courses analyze what business must do to be socially responsible in a global landscape.

Students develop leadership skills to face complex managerial decisions to align economic wealth creation and social value. A focal point is on management and governance systems, as well as personal values, leading to responsible conduct by firms and their employees.

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

http://www.sandiego.edu/business/programs/mba/courses/concentrations.php

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

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

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

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

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

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):
MBA - Corporate Social Responsibility and Sustainable Enterprises & Sustainability emphasis

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

With the emphasis on Corporate Social responsibility as part of the core MBA program, the concentration is also offered as a minor where students are allowed to take up credits that provides them a sustainability edge to the major of their choice.

Courses such as the Sustainable Global Supply Chain complements both aspects of Supply Chain and that of CSR to enable students to obtain a holistic exposure to the program.

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

http://www.sandiego.edu/business/programs/mba/courses/concentrations.php

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

Nonprofit Management Certificate

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

The Nonprofit Management courses offered through the School of Leadership and Education Sciences (SOLES) have been beneficial in providing insight into the challenges and inner workings of nonprofit organizations, and have added valuable perspective to the MBA program courses. The nonprofit courses provide practical, hands-on learning opportunities through consulting projects with real nonprofit organizations. The courses are also a great opportunity to meet people who are currently working for nonprofit organizations here in San Diego, and to learn about the wide variety of organizations serving the San Diego area.

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

http://www.sandiego.edu/business/programs/mba/dual-degrees/non-profit.php

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

Paula Morreale
Sustainability Coordinator
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.

Submission Note:

See an example of an emmersive experience below

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

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

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

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

The USD Center for Community Service Learning provides immersive experience opportunities for students, focusing on issues such as human rights, poverty alleviation and sustainability.

Through these immersions we are looking to provide a framework to nourish personal development, foster community engagement, strengthen organizations, and promote global dialogue.

While such an experience can feel unsettling at first, through years of developing these experiences in Mexico, Jamaica, Guatemala and New Orleans, we've learned that such experiences can lead to heightened learning and growth that usually translates into:

Greater capacity to engage in authentic relationships cross-culturally

Greater capacity to reflect and break down stereotypes and assumptions

Greater awareness of one's impact on other communities

Greater respect and compassion for the humankind as a whole

Immersion trips are also carried out by Living learning Communities, which are resident student communities based on a common interest theme such as sustainability, cross-cultural experiences and social justice. A living learning community trip would be relevant to tackling or providing exposure to an issue related to the community theme.

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

http://www.sandiego.edu/csl/course_based/immersiontrip.php

Sustainability Literacy Assessment

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

While a follow-up assessment has not been done, we are planning to administer the survey each year, as noted above.

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

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

0

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

62

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

Sustainability Literacy Assessment.docx

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

1. Are you:
Undergraduate Student.
Graduate Student.

2. Are you aware of composting on campus?
No.
Yes, but I do not dispose of my food scraps there.

Yes, and I use it to dispose my food scraps sustainably.

3. Are you aware of the Zero Waste Initiatives and Zero Waste events?
No.
Yes, I am aware of Zero Waste initiatives, but have not been part of one.
Yes, I am aware of Zero Waste initiatives, and have attended Zero Waste events.
Yes, I am aware of Zero Waste initiatives and am enthusiastic to volunteer for
spreading awareness.

4. Are you involved with campus sustainability clubs such as Be Blue Go Green and Net Impact?
No.
I know of them, but not involved.
I know and have been involved with them in the past.
I am involved in another "Green" club on USD campus.
I am involved deeply in sustainability related clubs on campus.

5. Taking shorter showers will:
Save water by reducing water use.
Save electricity and/or gas by reducing water heating needs.
Save money by reducing the electricity and water use.
All of the above.

6. Turning off lights when you leave a room will:
Save electricity and reduce energy consumption.
Save electricity by reducing air conditioning need during hotter seasons.
Waste electricity as all light bulbs use more energy to start up several times than
remaining on.
a and b.

7. Did you learn something new about sustainability at USD this year?
Yes.
No.
Somewhat.

8. What is one way that you think USD can be more sustainable?

9. On a scale of 1-5, with 5 being confident about subject and 1 being no knowledge of the subject, how would you rate your knowledge
of the following sustainability topics?

Causes of climate change
Global impacts of possible sea level rise
Causes and effects of air pollution
Causes and effects of water pollution
Emissions trading and carbon taxes
Effects of population growth on food security
Effects of population growth on water security
How the electricity you use at home is generated
Ecological implications of global warming
California drought conditions
Safe disposal of E-Waste

10. From a scale of 1 to 5, with 1 being the least important and 5 being the most important, answer the following questions.

How important is sustainability to you?

How important is it that USD is involved in sustainable activities?

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

The University of San Diego began releasing a sustainability literacy assessment starting in 2013. The initial pilot was carried out with a sample of incoming freshmen, with the view of expanding into the entire campus population. The sustainability survey for the year 2013-2014 was based on the selection of the sample size. Using the large database of more than 8000 students, a random selection of 200 students was made using statistic tools. This sample size was then examined to understand the true nature of its representation of the total mass.

The sample size allowed Office of Sustainability to gauge the level of sustainability knowledge of its incoming students, and allows us to tailor our sustainability education and outreach programs to target knowledge gaps and track the development of the student population through their time at USD. When expanded to the entire university community, the assessment will reflect how students developed in terms of their knowledge and awareness of sustainability.

The questionnaire was limited to 15 questions. These questions pertained to everyday choices a student will make to be more sustainable, as well as basic sustainability issues that can be considered as general knowledge.

The next edition of the survey will be expanded to include a self-evaluation of perceived understanding of issues (on a numbered scale) of various sustainability issues prior to the question on specific issues. This will further enhance the survey effectiveness by showing student perceptions. For example, if students rate themselves as having little knowledge of a topic that they subsequently showed they have little knowledge on, the approach to providing that knowledge is different to if that student had rated their knowledge on the topic to be high.

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

The assessment was administered via an online survey service (survey monkey) to the sample set of 200 students. This was done as a pilot with a view of expanding to the entire student population. The 15 questions were all multiple choice and had 3-5 answer options. Answers were collected anonymously via the online survey tool which provides final statistics. The results showed the trends of the student population in general, as opposed to the knowledge of individual students.

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

The results showed that most students had knowledge of basic sustainability concepts. However, it showed that many of them didn't necessarily understand the issues criticality or in great magnitude. For example, all participants at least partially understood the various ways in which energy and water can be saved or wasted and the positive effects of local sourcing of food and public transportation. However their perceptions regarding the severity of climate change issues were underestimated. The answers also enabled the Office of

Sustainability to work with the various departments on campus to improve their sustainability efforts through the inputs provided by the students.

A larger more comprehensive survey with a larger sample should and will be carried out to get a more accurate depiction of student sustainability literacy. However this survey reveals a potential dimension where campus sustainability education work could be focused; building an awareness of the degree to which sustainability issues affects the planet and lives.

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

https://www.surveymonkey.com/s/NKCP6YW

Incentives for Developing Courses

Criteria

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

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

Incentives for Developing Courses

Campus as a Living Laboratory

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.

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

Research

This subcategory seeks to recognize institutions that are conducting research 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

Michel Boudrias
Associate Professor
Marine and Environmental Studies

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:
88

Total number of the institution's faculty and/or staff engaged in research:
374

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
27

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

50

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

Faculty.pdf

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

College of Arts and Sciences Lisa Baird, PhD
Victoria Fu, MFA
Nadav Goldschmied
Curtis Loer, PhD
Michael Mayer, PhD
Adam Siepielski, PhD
Annette Taylor
Bethany O'Shea, PhD
Michel A. Boudrias, PhD
Zhi-Yong Yin, PhD
School of Business Administration Robert Bowen
Thomas Dalton, Ph.D.
Timothy Kelley, Ph.D.
Barbara Lougee, Ph.D.
Johan Perols, Ph.D.
James Smith, Ph.D.
Yen-Ting Lin, Ph.D.
Charles Teplitz, D.B.A.
Vicente Vargas, Ph.D.
Barbara Withers, Ph.D.
Mark Abajian
Andrew Allen, Ph.D.
Joan B. Anderson, Ph.D.
Stephen Conroy, Ph.D.
Kokila Doshi, Ph.D.
Alan Gin, Ph.D.
Deborah Kelly
Alyson Ma, Ph.D.
Norm Miller, Ph.D.
Andrew Narwold, Ph.D.
Thomas Copeland
Manzur Rahman, Ph.D.
Carl Rebman
Joan B. Anderson, Ph.D.
Craig Barkacs, J.D./MBA
Tara Ceranic, Ph.D.
Jaime Alonso Gómez, Ph.D.
Robert Johnson
Ricardo Leal
Alyson Ma, Ph.D.

Patricia Marquez

Barbara Withers, Ph.D.

Carsten Zimmermann, Ph.D.

Linda Barkacs, J.D.

Richard E. Custin, J.D., LL.M.

Rangapriya Kannan-Narasimhan

Michael Lawless, Ph.D.

Moriah Meyskens

Andrea Godfrey Flynn, Ph.D.

Robin McCoy, Ph.D.

Alan Gin, Ph.D.

Charles C. Tu, Ph.D.

Simon Croom, Ph.D.

John Hanson, Ph.D.

SHILEY-MARCOS - School of Engineering Daniel Codd, PhD (ME)

Imane Khalil (ME)

Ernest Kim, PhD (EE)

Jae Kim (ISyE)

James Kohl, PhD (ME)

David Malicky, PhD (ME)

Matthew McGarry, PhD (ME)

Truc Ngo, PhD (ISyE)

Rick Olson, PhD (ISyE)

Leonard Perry, PhD (ISyE)

Hahn School of Nursing and Health Science Joseph F. Burkard, DNSc, RN, CRNA

Ann M. Mayo, DNSc, RN

School of Peace Studies Ami Carpenter

Topher McDougal

Dustin N. Sharp

Pat Libby

Laura Deitrick

Jennifer Yebba

Robert Donmoyer

Amanda Corona

Elisabeth Cannon

Wendy Garewal

Michael B. Rappaport

Sarah Gray, PhD

Ron Kaufmann, PhD

Bethany O'Shea, PhD

Jennifer C. Prairie, PhD

Nathalie Reyns, PhD

Drew M. Talley, PhD

Angelo Orona, PhD

Alana Cordy-Collins, PhD

Jerome Hall, PhD

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

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

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

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

Dr. Norm Miller, Professor of Real Estate

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

Dr. Simon Croom, Professor of Supply Chain Management

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

Dr. Lauren Benz, Chemistry

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

The website URL where information about sustainability research is available:

http://sites.sandiego.edu/sustainability/faculty-research/

Support for Research

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

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

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

http://sites.sandiego.edu/sustainability/files/2013/02/USD-Sustainability-Green-Grants.pdf

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

Yes

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

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

Other grants available for faculty related to School of Leadership and Education Science with sustainability related research can be found below:

http://www.sandiego.edu/soles/gateways/faculty-and-staff/resources-for-researchers/

These range from a number of sources related to Natural Science to National Endowments.

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

http://sites.sandiego.edu/sustainability/faculty-research/

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:

The Copley Library serves the entire USD community with books, periodicals, databases, media collections, study spaces, library faculty and more which includes various publications and means to provide a foundation for sustainability research.

Students and faculty can research over 1096 books/E-journals on sustainability and take advantage of the advanced set of databases. The library also enable student and faculty to find other research material across the well knit San Diego Library community that help source material that might not be currently available at Copley Library.

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

http://www.sandiego.edu/library/find/articles.php

Access to Research

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.

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

Access to Research

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

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators (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:
7,753

Name of the student educators program (1st program):
Be Blue Go Green (BBGG)

Number of students served (i.e. directly targeted) by the program (1st program):
7,753

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

BBGG club is a student-run club that educates the USD students through programs and events on campus and in the community. This advocacy group builds awareness and knowledge of sustainability issues and engages with other students to make a change. Outreach includes tabling in front of the University Center, holding free events and programs on campus, and creating and distributing educational materials to the Residence Halls and around campus. The following are a few of the activities that are initiated by the BBGG members in 2014.

Film screening: Screening of sustainability educational material in-order to raise awareness and encourage peer-to-peer informative platform.

Gathering for Earth Month: Creative ideas to celebrate Earth month around issues such as water conservation, energy efficiency, and responsible disposal of waste and recycling/reuse.

Food Day: Highlight the various advantages of locally grown food products through sustainable grown markets hosted at-least 4 times in the month of October ; our BBGG team supports students to promote zero waste events and farmers markets.

Information regarding the program can be found at:

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

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

When we first established the BBGG club, student members were required to fill out a short application of their interest in the club. Currently, student members can join on voluntary basis, however the Leadership Team within the club goes through an application and interview process. This process ensures that the students leading the other student members are capable of the responsibilities and duties necessary for compliance and inclusion on campus. An executive board is accountable to take care of the drafting the responsibilities for the up-coming year and chartering the roadmap of the club.

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

A yearly retreat is held during the school year that focuses on team-building, leadership and knowledge around the various topics advocated for on campus. Weekly meetings are also held throughout the semester that educate the student members on the issues facing the campus and the students brainstorm on best practices to educate the student community. The committee also gains full access to all informational resources of the Office of Sustainability and other material related to sustainability to enhance their areas of interest.

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

Paid graduate assistants are provided to the student council to supervise all activities from meetings to events. A full-time employee of the Office of Sustainability is also assigned to oversee and advise the programs and events. They also provide support and act as a liaison between the student body and the university administration. The USD student government- Associated Students, provides funding for events and some funding for marketing and educational materials for student participants.

A paid student Sustainability Director position through the Associated Students is responsible for educating the student body of the recent activities of the club, best practices in the sustainability field, and creating sustainable resources for students.

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

Trash Talkers - Zero Waste Events

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

7,753

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

Zero Waste is the idea that we can live anywhere without accumulating waste. With a Zero Waste perspective we imagine a future where all goods are either reusable indefinitely, recyclable, or biodegradable. Trash Talkers communicate with events on campus such as Employee staff meetings, club events, MBA networking events, career fairs and speaker series with the following agenda:

• Initiate and instill awareness among organizers and educate them about Zero Waste events. If the event has been agreed to be a Zero Waste event then various forms of suggestions are provided to the organizers.

• Zero Waste Gurus consult the organizer about sustainable sourcing of all materials relevant to the event such as utensils for serving and other disposable arrangement material such as cup, beverage bottles etc.

• Work with upstream vendors to have a good array of vendors to suggest for the Zero Waste events and make events as responsible as possible.

• Sustainable sourcing of food is also encouraged with special emphasis on farmers markets and local businesses that are sustainable and organic in nature.

• Trash Talkers visit the events and help spread awareness amongst the attendees on the advantages of Zero Waste events, carbon foot print reduction of the campus and the initiatives of Office of sustainability.

• Trash Talkers also help attendees sort food wastes from the events into relevant bins encouraging them to recycle and reuse.

• Larger events such as games, and sporting events are visited by numerous Trash Talkers who stand by bins and help encouraging recycling and responsible disposal of wastes.

For more information visit:http://sites.sandiego.edu/sustainability/zero-waste/

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

Graduate Assistants from the Office of Sustainability are responsible for creating the roadmap for the Trash Talkers program. The core team is responsible for sourcing volunteers from the campus on a monthly basis while mapping the events on campus in parallel.

A database has been created to document all volunteers who have shown an interest in volunteering and are reached out to regularly with a list of opportunities to "Trash Talk" at Zero Waste events.

For more information visit:

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

The Graduate Assistants educate Trash Talkers before each Zero Waste event with basic guidelines of their responsibilities along with handouts of signage and information regarding responsible disposal of waste.

The training is split into 2 divisions: Pre-event and At-event guidelines:

Pre-event Guidelines: Information regarding vendors, responsible sourcing of material such as food containers that are later composted or recycled, reusable/ recyclable cutlery are few of the details the trash talkers are made aware off.

At-event Guidelines: Awareness material regarding composting, separation of food waste and recycling is discussed with the Trash Talkers who later educate the attendees with the same knowledge.

For more information on training material please visit:

http://www.slideshare.net/sudeepthamj/zero-waste-guru-training-final

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

Paid Graduate Assistants are responsible for the program with facilitation provided by the Office of Sustainability. Volunteers are offered the opportunity for internship credit for their long-term involvement (3-6 months) with planning and execution of events with Zero Waste Gurus.

Opportunities to network/ intern with companies associated with Office of Sustainability such as Waste Management, SDG&E, and other local organizations are provided along with access to all educational material from the Office.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Paula Morreale
Sustainability Coordinator
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:

A Sustainability Orientation packet is sent to all the students of the University at the start of every semester that includes new students, sophomores, juniors, seniors,and graduates. This includes simple guidelines to various categories of life at USD related to efforts that can be made by students to reduce their carbon footprint.

A Pre-O (Pre-orientation) is organized by the Outdoor Adventures office that helps create awareness by the "Leave no Trace" principles. Other initiatives incorporates sustainability tours included as part of the orientation programs, introduction to USD's Solar panel systems for generating renewable energy, the Electronics Recycling Center, as well as recycling initiatives.

USD is committed to a Green Move-In experience. Resident Assistants educate student with flyers on what can be recycled and provide every dorm room with a recycling bin. Gently used items are collected in the residence halls at the end of each year to be either donated

to local organizations or sold back to students at low prices in September. These items are available for purchase at the Electronics Recycling Center.

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

http://sites.sandiego.edu/sustainability/files/2015/03/Orientation-Booklet.pdf

http://www.sandiego.edu/preorientation/index.php

http://www.sandiego.edu/oa/sustainability.php

http://sites.sandiego.edu/sustainability/green-tips/

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

http://www.sandiego.edu/orientation/freshmen/resources.php#section3

Student Life

Responsible Party

Paula Morreale
Sustainability Coordinator
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	Yes
Programs through which students can learn sustainable life skills	No
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:

The Be Blue Go Green (BBGG) club is committed to reducing USD's waste and water consumption and to lower our carbon footprint through marketing campaigns, community service and outreach, and eco-events. Events and notable achievements accomplished by the student group are:

1. Food Labeling in Dining Areas
2. Petitioning for reusable cups in dining areas
3. Green Office Certification pilot project
4. Composting pilot project

The website URL where information about student groups is available:

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

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

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

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

http://sites.sandiego.edu/sustainability/community-garden/

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

The Electronics Recycling Center started as student run program with to collect and recycle e-waste safely. A full-time manager was hired to effectively manage its daily operations. Move than ten students work there, giving them the opportunity to further their sustainable business skills and experience in building a social entrepreneur program. This is while also educating the university and local schools about the importance of proper e-waste recycling.

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

http://www.sandiego.edu/ewaste/

A brief description of the sustainable investment or finance initiatives:

The University of San Diego Social Innovation Challenge (SIC) promotes, guides, and supports student-driven ideas to launch or contribute to social enterprises. Social enterprises can be for-profit, nonprofit, or blended ventures, working locally and internationally. The SIC is a bottom-up initiative in which the university's Center for Peace and Commerce (CPC) acts as catalyst and mentor. We seek to harness students' imagination for a better world and offer concrete tools and opportunities to help them turn their ideas into reality. With

CPC support, students are responsible for developing or refining proposals for social enterprises that achieve positive results for the four Ps: People, Profit, Planet, and Peace.

• To invest in students with the potential to make positive, sustainable social impact
• To promote problem-solving through the development of sustainable ventures
• To support enterprise development for the quadruple bottom-line (people, planet, profit, and peace)

Eight (8) student winners were awarded $73,500 from University of San Diego (USD), Point Loma Nazarene University (PLNU), San Diego City College (SDCC), San Diego State University (SDSU), University of California, San Diego (UCSD) at the 2014 Social Innovation Challenge (SIC) Awards Ceremony on May 2, 2014. A total of 115 applicants and 52 semi-finalist produced sixteen (16) finalists, chosen to compete with a live pitch in front of a diverse group of judges. There were eight (8) winning teams out of the sixteen (16) finalists.

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

http://www.sandiego.edu/cpc/sic/index.php

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

These events are organized by various on-campus organizations such as the Changemaker Hub, Center for Peace and Commerce, Sustainability LLC and the office of Sustainability. These include:
• The USD Social Innovation Challenge (which is Linked to the Dell Challenge) and associated Idea-Lab sessions with social entrepreneurships
• Raj Patel : How to Move Beyond a World That's Stuffed and Starved
• Idea Lab speaker Tiffany Persons : "accidental social entrepreneur"

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

http://www.sandiego.edu/cpc/sic/past-awards-main-page.php

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

Climate change movie screening takes place once a year as part of the Be Blue Go Green Community activities that targets students to encourage peer-to-peer awareness. The screening took place on campus and was open to all students of USD.

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

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

Sustainability is a key part of the outdoors program which follows a 'leave no trace' principle. Outdoor Adventures serves the USD community members with opportunities to experience outdoor activities that aim to promote personal growth, leadership development, relationship building and environmental responsibility.
With a focus on outdoor recreation, environmental education, leadership development and team-building, we offer a variety of outings locally, regionally and internationally. Pre-Orientation Adventure, overnight trips, outdoor recreation classes and day trips around San

Diego are a few examples. We also operate a resource center and rental shop that provides outdoor recreation equipment and trip planning resources for individuals and groups that choose to venture on their own excursions.

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

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

http://www.sandiego.edu/oa/about/

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

USD was designated an ASHOKA Changemaker campus due to our commitment to sustainability and ethics and to develop young people into changemakers. The Changemaker Hub themes each year is inspired by its vision of creating a more just and sustainable world.

The University of San Diego ONE Challenge is an initiative for uniting students, faculty and staff in employing their imagination, hard work and passion to generate ideas for better addressing a current social challenge. The 2013 Challenge focused on Wasteful Production and Consumption, while the 2014 Challenge focused on Food for Life.

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

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

The website URL where information about the theme is available:

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

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

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

A brief description of sustainability-focused student employment opportunities:

Multiple student worker positions at the Electronics Recycling Center and in the Office of Sustainability are offered to encourage student driven leadership initiatives.

Internships as well as graduate assistantships have been offered to students who show keen interests in sustainability and help their peers again awareness of the various programs on campus.

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

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

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

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

Office of Sustainability partners with various on campus student groups to help promote sustainability across various dimensions of academics.Few of the groups that the Office is working with:

Net Impact: Undergrad/Grad Chapter.
The Office supports the Net Impact club by providing guidance on the initiatives that can be driven by the club such as Sustainability panel discussions, re-cycling challenges etc.

Management Consulting Association.
The Office collaborates with the MCA to guide students and provide mentors in the sustainability consulting industry, help organize Sustainability/CSR Roundtable and partner with local organizations to provide consulting services for social change.

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

http://usdmca.com/engagements/change-the-world/

Outreach Materials and Publications

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	No
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 Office of Sustainability website includes information about all of the University's institutional and student run sustainability initiatives, as well as information to help students and employees to be more sustainable.

The website integrates all efforts by USD and directs students towards new opportunities to be more sustainable and involved with the campus initiatives. To drive more interest among students, there is a specific tab that provides students with various opportunities to volunteer and get involved. The campus initiatives are categorized under areas of investment such as Energy, Water Zero Waste, Recycling & Waste, E-Waste etc.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

A monthly newsletter keeps the campus community updated about sustainability related news such as events and initiatives. Recent updates, Student Highlight, Upcoming events and Green Tip of the month keep the campus updated regarding the various projects and success stories of Office of Sustainability.

The website URL for the sustainability newsletter:

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

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

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

The USD Electronics Recycling Center helps advance sustainability in the San Diego community by safe recycling and disposal of Electronic waste. The use of social media outlets, including Facebook and Twitter, keep the community on and off campus updated about their work and in the process promote responsible recycling.

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

https://www.facebook.com/USDGreenTeam

https://twitter.com/USDEWaste

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

https://www.facebook.com/USDGreenTeam

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

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

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

http://sites.sandiego.edu/sustainability/student-research/

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

The Student Life Pavilion a LEED certified building has signage that communicates its sustainability features to the campus community.

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

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

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

The University of San Diego student cafeteria has a food digester system that breakdowns pre and post-consumer food waste. Signs at the tray return encourage users to not "scrape their plate" into the trash, and instead let the dining staff use it in the digester. Other signs are present throughout the student cafeteria and other dining areas that highlight the sustainable sourcing and production of food on campus.

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

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

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

Along with maintaining the aesthetic nature of landscaping at USD, Grounds Department has relentlessly tried to keep the students aware of all strategies used and combination of trees and shrubs planted to naturally maintain the balance of beneficial insects in the ecosystem.

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

http://www.sandiego.edu/facilities/facilities-services/grounds-maintenance/

A brief description of the sustainability walking map or tour:

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

The website URL of the sustainability walking map or tour:

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

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

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

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

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

Outdoor Adventures has a student run community to help promote biking and help students take responsibility for reducing their carbon-foot print. Hard copies of bike routes around campus and major destinations in the cities are provided along with the facility to rent bikes. Bike racks are also provided to encourage sustainable modes of transportation.

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

https://www.sandiego.edu/sustainability/transportation/

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

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

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

http://www.sandiego.edu/cas/llc_sustainability/

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

The 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):

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

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

http://www.facebook.com/USDGreenTeam?fref=ts

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

No

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

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

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

https://twitter.com/USDEWaste

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

Yes

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

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

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

https://twitter.com/usdsustain

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):

No

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

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

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

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

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
The Changemaker Challenge

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

The USD Changemaker Challenge (formally One Challenge) is an annual student competition, with the theme chosen each year by students. The 2013 theme was "Wasteful Production and Consumption". Each participant records and submit a 2 minute video which includes:
1. What is the idea to address the challenge?
2. How does the idea contribute to address the challenge?
3. How is the idea feasible? Is it actionable?
4. What is the expected impact of the idea? How will it make a difference?

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

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

The Changemaker Challenge unites the entire campus community around one topic and encourages all students and staff to come up with creative ideas on how to address the topic on campus and in the community. Numerous events and festivals are held throughout both Fall and Spring semesters, educating students on the decided topic. In 2013 there were more than ten events reaching more than 900 students. For the 2014 theme there have been six events so far already reaching almost 300 students. The workshops and the Challenge itself are a chance to engage and educate students and help them think about these issues in a creative and solvable way.

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

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

The name of the campaign (2nd campaign):

Dorm Energy Metering

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

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

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

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

This initiative was well received by the students along with encouragement to replicate the same to all other buildings. A measurable outcome of reduced energy consumption of 20 percent was seen in these dorm rooms.

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

http://sites.sandiego.edu/sustainability/files/2013/05/case-study-USD-final-4-25-13.pdf

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

Employee Educators Program

Responsible Party

Anne Keicher
Graduate Assistant - Zero Waste
Office of Sustainability

Criteria

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

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

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:

1,566

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

Zero Waste Gurus

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

1,566

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

All employees are offered the chance to become a Zero Waste Guru through web-based advertisements, Zero Waste workshops, and the USD Office of Sustainability website. All Zero Waste Gurus are self-selected.

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

All Zero Waste Gurus undergo an hour-long, in-person training program giving a holistic overview of Zero Waste. The training begins with a waste separation activity to educate employees about what materials are recyclable. The training continues by inviting employees to think about what they currently waste and how they can potentially cut back on consumption. Employees are then given online resources needed to answer any questions peers may have. At the end of the training, employees take a quiz to demonstrate their knowledge on waste separation, complete a Zero Waste Guru pledge, and receive a small placard with their Zero Waste Guru designation.

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

The USD Office of Sustainability provides all advertising and materials necessary for training. Additionally, it provides resources to help offices increase their diversion rates and staff consultation.

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

http://sites.sandiego.edu/sustainability/zero-waste/

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

Green Office Certification

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

1,566

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

The USD Green Office Certification Program is a joint pilot project between the University of San Diego and SDG&E. This innovative new program is designed to help offices on USD's campus become greener in their daily actions thus reducing their ecological footprints. This program provides task lists that minimize an office's environmental impact by targeting two overlying objectives: reduction of both resource use and waste production. By participating in this program, you can help USD reach its goal of becoming the most sustainable university campus. This is no small task, and every person on campus must be involved in order to achieve this goal. Your office will be an example for other offices at USD as a model of leadership, initiative, and sustainable thinking both for now and the future.

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

As departments and offices are certified in the various categories - Platinum/Gold/Silver/Bronze, the employees are educated on waste management and reduction of resource usage with accordance to their work profile. Eg: Office with large amounts of printing are educated regarding cartridge disposal, usage of recycled paper etc.

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

No formal financial support is provided for the project- However the Green Office certification is facilitated by paid graduate assistants or student interns through the Office of Sustainability.

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

http://sites.sandiego.edu/sustainability/green-office-certifications/

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

Karen Briggs
Assistant VP & Chief Human Resources Officer
Human Resources

Criteria

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

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

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

100

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

University of San Diego has included sustainability in the new employee orientation program for several years, mainly in terms of responsible waste management (recycling, utilizing the on campus Electronics Recycling Center) and sustainable transportation. This is currently being updated by the Office of Sustainability for launch in early 2014. Now this component of orientation will also cover responsible energy use (such as remembering to turn off lights, not use space heaters in offices, un plugging appliances, etc.), Zero Waste (waste generation minimization as well as responsible waste disposal), cycling and electric vehicle charging facilities on campus, water conservation, and using reusable bottles and coffee mugs.
New employees will receive literature that provides this information, as well as it being explained by the trainer and accessible online on the Office of Sustainability's website.

The same items will be covered in periodic peer training programs as a refresher.

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

http://sites.sandiego.edu/sustainability/files/2015/03/Orientation-Booklet.pdf

Staff Professional Development

Responsible Party

Greg Zackowski
Director, Outdoor Adventures & Sustainability Programs
Outdoor Adventures

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

See also:

http://www.sandiego.edu/facilities/facilities_services/environmental_and_health_safety/class_schedule.php

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

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

Yes

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

The University of San Diego Human Resources provides training and professional development opportunities for all staff, which include sustainability related training through the USD Outdoors Adventures Program. All staff are also able to attend the training and other events hosted by various campus institutes such as the Center for Peace and Commerce, which organizes many sustainability and related events and educational workshops every year.
Examples:
The USD Outdoor Adventures program is open to all staff as well as students. This program has a recreation as well as a sustainability

focus, with its 'leave no trace' ethos. It builds awareness through facilitating participants to experience and enjoy the natural environment. Participating in the Outdoor Adventures program allows staff members to connect with this network, learn about sustainability issues and participate in related activities.

New staff orientation conducted by the Human Resource department includes information on sustainability initiatives and benefits such as transportation savings accounts (for use on public transport), and fresh air parking permits (a free parking permit to park 16 days on campus for staff that use alternative, sustainable transport 80% of the time or more) promote sustainable behavior to new staff.

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

100

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

http://www.sandiego.edu/oa/about/

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.

From the institution:

The university offers a free electronic waste recycling drop off for all USD employees, students and to the general public. In addition to e-waste, the center also accepts old batteries, light bulbs, and ink cartridges. The center is conveniently located next to campus and open six days a week for easy drop off. This service provides education to the public regarding safe and sustainable ways to dispose of their old electronic waste opposed to dumping the waste in landfills and polluting the earth.
The Office of Sustainability includes green tips of the month in their monthly newsletter. This newsletter is sent out to all USD employees and is also available on their website.

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

Community Partnerships

Responsible Party

Michael Catanzaro
Director
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:

Also see

SDMP

http://www.sandiego.edu/csl/casa/microfinance/about.php

Work with Schools

http://www.sandiego.edu/csl/youth/USD-CSLMIAProgram.php

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

Does the institution 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:

USD has formal partnerships with the local community, including school districts, government agencies, non-profit organizations, and other entities to work together to advance sustainability within the community.
USD Center for Community Service-Learning works with many schools including Holy Family, Linda Vista Elementary, Montgomery (Special Education) and Twain High School. We also work with children through non-profits such as YMCA. Several of these schools

are in lower socio-economic areas. The center also works with communities through The San Diego Microenterprise Project (SDMP). In this we work with other organizations such as San Diego Microfinance Alliance and our community partners La Maestra, ACCESS, and Via International to promote economic recovery and community development via micro enterprises and microfinance. We provide experiential learning opportunities and micro-finance education.

USD is home to the San Diego Climate Collaborative where we work with the City of San Diego, the County of San Diego, the City of Chula Vista, Port of San Diego and other government institutes and various organizations to advance sustainability in the San Diego region.

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):

University of San Diego has partnered with the City of San Diego, City of Chula Vista, County of San Diego, Port of San Diego, The San Diego Association of Governments, the San Diego Foundations and San Diego Gas & Electric Company to establish the San Diego Climate Collaborative. This initiative, based at University of San Diego with its Sustainability Director as vice chair, works to advance sustainable development in the region by academia, with government and stake holders to develop and implement solution to sustainability challenges. A full time Climate Collaborative Program Manager was hired November 2013 to grow and elevate the program.

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:

Objectives
■Showcase the region's energy efficiency and sustainability leadership
■Reduce regional greenhouse gas emissions and prepare for local climate change impacts
■Facilitate the design and implementation of robust climate action plans
■Link regional efforts together and pursue joint programs and projects
■Communicate progress on climate action planning implementation efforts
■Provide opportunities to engage and connect diverse stakeholders
■Help build internal capacity within public agencies through networking, training and leveraging resources
Lessons learned – we realize the need to be recognized for all the work we're doing in this region
We're lucky to have a great working relationship on with the LGs as well as with orgs like USD, SDGE, TSDF, CleanTECH, etc. which is resulting in great advancement in climate change issues.
Having an overarching brand gives us a voice in bigger discussions (state/fed level) and hopefully presents us as a good investment for funding
Successes – need to engage private sector as well as public (fed, state, local). We can do more.
Barriers – complexity of issues (consider how complex the issue is for insurance, and that is just one issue) – ex. understanding science, comprehending a long-term planning horizon, concerns with impacts to business, funding (and staff availability) for ongoing efforts
OUTCOMES: Climate Action Planning Process in the San Diego Region by SD Foundation

Timelines: The program is scheduled for an ongoing collaboration until 2050 to raise awareness, increase research opportunities and provide realistic consultations to local communities.

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

The Energy Policy Initiatives Center (EPIC) is a non-profit academic and research center of the University of San Diego School of Law that studies energy policy issues affecting the San Diego region and California. EPIC integrates research and analysis, law school study, and public education, and serves as a source of legal and policy expertise and information in the development of sustainable solutions that meet our future energy needs.

EPIC currently offers a law school course on Energy Law and Policy and is in the process of conducting legal and policy research into the following areas: renewable energy credits, distributed generation, solar laws, advanced electricity grid technology, and public interest program funding. In addition, EPIC monitors regulatory and legislative activity related to energy policy issues affecting the San Diego region and California.

More information can be found at:

http://www.sandiego.edu/law/centers/epic/

The website URL where information about sustainability partnerships is available:

http://www.sdclimatecollaborative.org/the-collaborative/

Inter-Campus Collaboration

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

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

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:

University of San Diego has actively participated and has held a prominent voice for sustainability initiatives of San Diego in collaboration with local communities, companies and other universities. The University has also taken part in sharing best practices and developing sustainability in the context of higher education through its active participation in AASHE'S Stars since 2012.

The Office of Sustainability has several regular publications and other resources that can be made available to other institutions when requested. We collaborate with other institutions to develop both their sustainability and ours.

Following are a few of the material shared as a part of AASHES stars:

Overview of Sustainable initiatives of USD:

http://www.slideshare.net/University_of_San_Diego/aashe-usd-overview-presentation-44846430

Zero Waste Training Material:

http://www.slideshare.net/University_of_San_Diego/zero-waste-guru-training

Presentation at AASHES Conference 2014:

http://www.slideshare.net/University_of_San_Diego/aashe-2014-44846678

Presentation at AASHES Conference 2013:

http://www.slideshare.net/University_of_San_Diego/aashe-2013-44846740

E-Waste Recycling Awareness:

http://www.slideshare.net/University_of_San_Diego/aashe-ewaste-44846830

http://www.slideshare.net/University_of_San_Diego/e-waste-presentation-44846902

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:

AASHE
Ashoka U
Recyclemania
Sierra Club

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

We work with other universities such as UCSD through the SDG&E sustainability grants program and we have also collaborated with institutions such as Point Loma Nazarene College, UC Irvine, Harvard and University of San Francisco in various initiatives and events. USD has advised other colleges with regards to improving their sustainability programs and have regularly shared our experiences at the AASHE conference.

Examples of past collaboration with other universities include:
1. Collaborated to create a micro finance club with Point Loma Nazarene University

2. Worked with UC Irvine with promote our waste programs

3. Work with Harvard University to promote Recyclable Media

4. Collaborated with University of San Francisco to create their sustainability department

5. Shared information with other institutions through conferences such as the AASHE Conference

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

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

Continuing Education

Responsible Party

Adriana Serrano Guemez
Program Manager
Continuing Education

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.

Submission Note:

See also:
https://www.sandiego.edu/about/news_center/press_releases/?_focus=659

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

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

Yes

Number of continuing education courses offered that address sustainability:

32

Total number of continuing education courses offered:

162

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:

ENG-X802 Six Sigma Black Belt Certificate

ENG-X801 Six Sigma Green Belt

ENG-X803 Six Sigma Master Black Belt Certificate

BUS-X800P Design & Implement a Value Based Pricing Strategy Workshop

BUS-X803E Risk Management

BUS-X824E Understanding the Event Industry: Corporate, Wedding/Social, Nonprofit, Festivals, Sports and Associations

PMP-X801 Human Factor: Build and Communicate with the Project Teams

PMP-X805 Agile Overview

PMP-X807 Project Management Leadership

MGT-X850 11th Annual Nonprofit Governance Symposium

PMP-X805 Agile Overview

MGT-X804 Attracting and Retaining the New Volunteer Workforce for Today's Nonprofit Organizations

PMP-X808 Change Management

PMP-X806 Creating and Managing a Project Management Office

BUS-X800P Design & Implement a Value Based Pricing Strategy Workshop

MGT-X806 Developing Effective Nonprofit Boards

PMP-X801 Human Factor: Build and Communicate with the Project Teams

MGT-X801 Introduction to Fundraising

MGT-X803 Introduction to Nonprofit Financial Management

ENG-X800 Lean Improvement Methods

MGT-X811 Leveraging Technology for Nonprofit Success

SUS-X800 MOOC: Sustainability and The Global Supply Chain

PMP-X803 Managing Project Quality, Negotiations, Contracting and Procurement

MGT-X802 Managing Today's Nonprofit Teams Through Effective Risk Management

MGT-X805 Marketing Matters: Branding, Public Relations and Messaging Strategies to Improve Nonprofits Bottom Line

MGT-X800 Overview of the Nonprofit Sector

PMP-X807 Project Management Leadership

REP-X812 CEQA and Other Environmental Regulations

REP-X809 Urban Development Strategies

HCIN-U550 Health Care Six Sigma Green Belt

Nonprofit Management Certificate

Project Management Certificate

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:

USD offers a Certificate in Non-Profit Management, in collaboration with the School of Leadership and Education Sciences and the School of Business Administration. This consists of 8 graduate level courses, such as Advocacy for Change, that helps build skills and focuses on the people, planet, peace and prosperity aspects of sustainability.

Another continuing education program in sustainability is the Certificate in Land Use and Sustainable Community Development offered

by the USD Burnham Moores Center. The Certificate in Land Use and Sustainable Community Development is a comprehensive program for professionals interested in better understanding the mandated, complex and time-consuming processes that are involved in land use decisions. The program will help clarify the entitlement and permitting process, as well as the environmental impact assessment. The program will also help participants understand how to incorporate sustainable measures in their projects through site planning, building design and energy- efficient approaches.

Year the certificate program was created:

2,013

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

http://pce.sandiego.edu/index.jsp

Community Service

Responsible Party

John Loggins
Associate Director
Community Service Learning

Criteria

Part 1

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

Part 2

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

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

Submission Note:

The statistics for student participation in community service is recorded without regard for full-time/ part-time status.

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

Number of students engaged in community service:

6,342

Total number of students :

7,753

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:

347,782

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

Yes

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

Along with the traditional academic transcript, USD also issues a Student Learning and Development Transcript which is a unique web–based transcript system that is highly student and employer friendly. This captures the student's overall college experience – internships, athletics, student clubs and organizations, community service, part–time employment, leadership, etc. Information is provided by students and is collated and entered into the transcript by the institution. Community Service that is a course component is included in the academic transcript as a "C" credit.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:
No

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

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

http://www.sandiego.edu/csl/casa/

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*.

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

Participation in Public Policy

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

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

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

Submission Note:

See also:
http://www.sdclimatecollaborative.org/the-collaborative/

http://www.sandiego.edu/climate/

"---" *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:

USD does not lobby or advocate for specific policies. However USD assists in the promotion of sustainability policy at state and federal level through objective research done by the Energy Policy Initiatives Center to inform decision makers.
The Energy Policy Initiatives Center (EPIC) is a non-profit academic and research center of the USD School of Law that studies energy policy issues affecting the San Diego region and California. EPIC integrates research and analysis, law school study, and public education, and serves as a source of legal and policy expertise and information in the development of sustainable solutions that meet our future energy needs.

Mission
EPIC's mission is to:
1. Educate the public and public officials concerning energy issues and policies;

2. Provide law school courses in the subject matter, including those for law training by current practitioners, and allowing use of law students to conduct research for the benefit and progress of the program; and,

3. Research and issue detailed empirical and analytical reports on energy trends, policy options and implications to inform public decision makers.

Past Projects Include:

(2012)

Appliance Standards in California

Sponsor: California Energy Commission

Summary: The EPIC Energy Law and Policy Clinic conducted research for the CA Energy Commission (CEC) related to appliance standards for specific devices in California.

Deliverable/Product: Confidential final report and presentation to CEC legal staff.

(2011)

Renewable Energy on Transmission Lines

Sponsor: California Public Utilities Commission

Summary: The EPIC Energy Law and Policy Clinic conducted research for the CA Public Utilities Commission (CPUC) related to the ability of regulators to reserve capacity on transmission lines for renewable energy.

Deliverable/Product: Confidential final report and presentation to CPUC commissioners, administrative law judges, and staff.

(2006)

Smart Grid

Sponsor: SDG&E and UCAN

Summary: EPIC lead a team of technical consultants to conduct the San Diego Smart Grid Study, one of the first in the nation to apply the Smart Grid concepts developed by the U. S. Department of Energy's Modern Grid Initiative to a specific region. The study provides preliminary analysis to determine the technical feasibility and cost effectiveness of implementing Smart Grid technologies and strategies in the San Diego Region. The objectives of the study are to (1) determine whether the future economic and regulatory climate in the San Diego region could accommodate or necessitate a Smart Grid, (2) determine the portfolio of technologies that could implement a Smart Grid, and (3) conduct a cost-benefit analysis to determine whether implementing a Smart Grid would be cost effective for the region.

Deliverable/Product: Smart Grid Study Final Report

USD is also apart of the Climate Collaborative: San Diego Region, that supports the sharing of best practices in climate action planning. Additionally, USD is home to the Climate Education Partners San Diego Region which studies and educates local leaders how we can prepare for and even reduce those impacts, as individuals and as a community.

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

Included above.

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

N/A

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

http://www.sandiego.edu/epic/about/

Trademark Licensing

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

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

Submission Note:

USD is a designated Fair Trade Campus and purchases its coffee from Ryan Bros (Fair Trade certified). We are also committed to using local suppliers, currently those within a radius of 150 miles, which is in the process of being further reduced.

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

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

No

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

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.sandiego.edu/insideusd/?p=24690

Hospital Network

Criteria

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

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

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

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

Michael Catanzaro
Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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	Yes
Capital goods	Yes
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

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

Yes

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

With the guidance of an external vendor - Sightlines, We were able to classify the various aspects of the Scope 1,2,3 emissions for the Go-Green Update. Below are few of the measurable sectors of the University taken into consideration.

Scope 1- Direct Control:
Natural Gas
Vehicle Fleet
Refrigerant Usage
Agriculture
Fertilizer

Scope 2 - Upstream GHG
Purchased Electricity

Scope 3- Indirect GHGs

Faculty/Staff/Student Commuting
Study Abroad Travel
Solid Waste

Waste Water

Transmission & Distribution Losses

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:

The external vendor - Sightlines was consulted to quantify Green house gas emission along with carbon foot print of University of San Diego, documented as the Go-Green Update.

Various categories were examined to inculcate all dimensions of the 2 scopes that could be measured along with emphasis to those which could be influenced by the campus (Scope 1) and with less control on campus(Scope 3).

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	5,852 *Metric Tons of CO2 Equivalent*	6,361 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	11,819 *Metric Tons of CO2 Equivalent*	10,553 *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	188,732 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

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

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

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

N/A

A brief description of the composting and carbon storage program:

N/A

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

N/A

Figures needed to determine "Weighted Campus Users"::

	Performance Year	**Baseline Year**
Number of residential students	2,374	2,543
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,753	7,222
Full-time equivalent of employees	1,566	1,507

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	Sept. 1, 2013	May 1, 2014
Baseline Year	Sept. 10, 2009	May 10, 2009

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

The baseline of 2009 was adopted due to the formal recording of all Scope 3 emission were currently available only since then. Student/Faculty and employee travel records were dated back to only 2009 and since then, the continuum of data has helped up monitor out Scope 3 emissions along with the other parameters gauged for this section.

Gross floor area of building space, performance year:

3,226,969 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	548,584 *Square Feet*
Healthcare space	258,157 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	3,828 *Metric Tons of CO2 Equivalent*
Commuting	4,375 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*

Capital goods	2,187 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	3,281 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

A copy of the most recent GHG emissions inventory:

USD GG FY13 Update.pdf

The website URL where the GHG emissions inventory is posted:

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

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

Outdoor Air Quality

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.

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

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

Michael Plakosh
Energy Manager
Facilities Management

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:

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

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

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:

University of San Diego strives to be efficient in the construction for buildings, homes and communities that are designed, constructed, maintained and operated for improved environmental and human health performances to enhance the students and faculty experiences on campus.

The University abides by the Established Green Building Council (GBC) for all contracts used while planning, execution and maintenance of buildings.

Following is the article emphasizing on the Silver Certification of Fowler Park and Cunningham Field.

http://www.sandiego.edu/about/news_center/news/news_detail.php?_focus=47016

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

3,226,969 *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)	2,930,087 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	296,882 *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	3,226,969 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	3,226,969 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

3,226,969 *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:

3,226,969 *Square Feet*

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

USD_Energy_Conservation_Instruction_R3_MP_MC_PM_1_Aug_2012_Update.docx

The date the guidelines or policies were formally adopted:

Aug. 1, 2012

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

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

https://www.sandiego.edu/facilities/building_gallery.php

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

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

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

Building Design and Construction

Responsible Party

Michael Plakosh
Energy Manager
Facilities Management

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the 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)	No

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

University of San Diego strives to be efficient in the construction for buildings, homes and communities that are designed, constructed, maintained and operated for improved environmental and human health performances to enhance the students and faculty experiences on campus.The University abides by the Established Green Building Council (GBC) for all contracts used while planning, execution and maintenance of buildings.

One of the key highlights is the Student Life Pavilion- known to students as the SLP, is a four-story 50,000 square foot building which houses various Auxiliary Services including Pavilion Dining which is composed of 12 dining options, a full-service organic grocery store called Tu Mercado, and a farmer's market every Wednesday.

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

1,291,472 *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)	10,500 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	76,109 *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 new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	1,291,472 *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	1,291,472 *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:

1,291,472 *Square Feet*

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

1,204,863 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Feb. 12, 2013

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

Jenny Craig Sports Pavilion
Kroc Institute for Peace & Justice
Shiley Center For Science & Technology

School of Leadership and Educational Science
West Marian Parking Complex
Manchester Village 1&2
Casa de Paz

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

Standards to do this are in the process of development.

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

http://sites.sandiego.edu/sustainability/files/2013/02/USD-Partnership-Agreement-Amendment-.pdf

Indoor Air Quality

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

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

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

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

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

3,226,969 *Square Feet*

Gross floor area of building space:

3,226,969 *Square Feet*

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

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

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

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

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

    • Local and community-based

    And/or

    • Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

28

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:

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:

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

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

Total annual food and beverage expenditures:

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	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	---
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	---
Marine Stewardship Council (MSC) certification	---
Signatory of the Real Food Campus Commitment (U.S.)	---

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

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

Low Impact Dining

Responsible Party

Carol Norman
Director of Dining Services
Dining Services

Criteria

Part 1

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

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

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

   Or

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

Part 2

Institution:

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

   And

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

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

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

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

38

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

Since this is not an initiative of our department, we do not have a method to track inventory or expenditures on animal products. However we do track our overall food and nonfood expenses and conduct monthly inventories.

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"):

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

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

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

There has not been an initiate of our department but we have done a couple of things to reduce our usage of animal-derived products just because such as implementing Meatless Monday in all dining unit. Reducing the amount of meat put on a plate to where the veggies are a bigger portion then the protein and adding more vegan items to our menu and replacing meat products with more vegetables and legumes on our Salad Bar.

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

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

Annual dining services expenditures on food:

4,700,000 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

1,800,000 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

0 *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

Michael Plakosh
Energy Manager
Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	173,868.35 *MMBtu*	193,947.34 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	---	---
District steam/hot water	---	---

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	3,226,969 *Gross Square Feet*	2,835,336 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	548,584 *Square Feet*
Healthcare space	258,157 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	68
Cooling degree days	72

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

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

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

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

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

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

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

Most existing classrooms and offices are fitted with occupancy sensors to turn off lighting after inactivity. This is a requirement for all upgrades and new classrooms based on the classroom design and construction guidelines. Refer below to link.

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

N/A

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

N/A

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

N/A

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

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

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

key to understanding energy use patterns for purpose of optimization.

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:

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

Clean and Renewable Energy

Responsible Party

Michael Plakosh
Energy Manager
Facilities Management

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

• Concentrated solar thermal

• Geothermal systems that generate electricity

• Low-impact hydroelectric power

• Solar photovoltaic

• Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

Also See

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

For more information about the solar panel system

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

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

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	6,576.76 *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)	21,833.41 *MMBtu*

Total energy consumption, performance year:

173,868.35 *MMBtu*

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

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

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

N/A

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

N/A

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

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

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

http://live.deckmonitoring.com/?id=university_of_san_diego

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Charles Thomas
Grounds Supervisor
Grounds and Maintenance

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	180 *Acres*
Footprint of the institution's buildings	153 *Acres*
Area of undeveloped land, excluding any protected areas	27 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	36 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	36 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

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

Reduce pesticide use, and associated exposure risks.
Reduce the cost of pest control on campus.
Minimize harm to the environment.
Improve long-term plant protection.
Train and educate staff members about the Grounds IPM program.

More information can be found on:

http://www.sandiego.edu/facilities/facilities-services/grounds-maintenance/

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

The Grounds Maintenance department strives to provide a pleasant and relaxing atmosphere to enhance our learning environment. In addition, our objective is to ensure that the campus fits beautifully into the natural landscape of our surrounding neighborhood.

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

USD selects species that are commonly used in San Diego and are well adapted to the climate, soil and growing conditions. The palette included in the link is intended as a guide and does not preclude the use of additional species.

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

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

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

N/A

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

The attached plant lists have been derived from existing species currently planted on campus to enhance sustainable methods for landscaping and ground management. The species are commonly used in San Diego and are well adapted to the climate, soil and growing conditions. The palette is intended as a guide and does not preclude the use of additional species, nor is it intended to be a regulatory list for substantial conformance evaluation.

These trees are used to line campus roadways. New roadway segments shall provide street trees in conformance with the landscape technical manual. Tree selection shall also be based on compatibility with existing trees located within proximity of the new landscaping.

http://www.sandiego.edu/facilities/facilities-services/grounds-maintenance/plant-inventory.php

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

N/A

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

N/A

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

N/A

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:
No

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

http://www.sandiego.edu/facilities/facilities_services/grounds_maintenance/

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

Responsible Party

Liza Peterson-Gary
Budget & Operations Manager
IT Services

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

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

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

Does the institution have an institution-wide stated preference to purchase 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:

orders_procedures.pdf

The electronics purchasing policy, directive, or guidelines :

Information Technology Services (ITS) implemented guidelines for replacing desktop and laptop computers on a three (3) year cycle as allowed by funding and as dictated by the University's lease agreement.

The overall purpose of the program is to ensure that computing resources on campus are up-to-date. The goals of the Computer Replacement Program (CRP) are to:

Ensure that all tenured and tenure-track faculty and benefits-based staff members who use computing resources in their positions have access to a computer of sufficient capability to support basic computing needs in fulfillment of their work responsibilities;
Ensure that appropriate computing resources are available in departmental computing facilities and university offices in support of USD's mission;
Ensures that desktop computer systems have sufficient capacity and compatibility to meet each department and school's operational needs;
Establish a centralized budget which provides basic computing resources for university employees, thereby providing relief to area budgets and reducing reliance on year-end surplus and current fund contingency;
Implement minimum standards for computing resources on campus increasing the supportability of the institution's installed base of equipment;
Maintains ongoing compatibility of computer systems with the computer applications used within each department and school at USD;
Streamline the specification, acquisition, and deployment of new equipment and re-deployment or disposal of old equipment.

For more information please refer :http://www.sandiego.edu/documents/its/orders_procedures.pdf

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

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

Does the institution wish to pursue 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	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	642,707 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

642,707 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

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

Cleaning Products Purchasing

Responsible Party

Gabe Silva
Assistant Manager
General Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

The Sustainability and Climate Change Task Force grew out of repeated grass roots efforts from students, staff, faculty and administrators to develop a university-wide strategic initiative dedicated to sustainability. In the two years since its formation, the Task Force has addressed issues as straightforward as increased recycling efforts and participation in Earth Week events to developing curricula, a major and plans for multidisciplinary research efforts centered on the three pillars of sustainability: Environmental, Social and Economic. Though our focused efforts are recent, USD has advanced quickly and is positioning itself to be a local, national and even international leader in sustainability in higher education. One of the highlights of the efforts:

Procurement is actively developing and implementing green purchasing policies including the purchase of green cleaning products and 100% FSC recycled paper. These have multiple dimensions covered under the implementation.

Cost, Quality & Supply:
The cost, quality & supply section discusses price, performance, and availability of responsible cleaning products. Greener cleaners typically cost no more than conventional cleaners, but combining green cleaning with improved practices can lower overall cleaning costs. Using effective door mats better prevents dirt from entering facilities, limiting the need for cleaning.

Policies:
The policies section contains a listing of green cleaning policies passed by leading institutions. A green cleaning policy should reference third-party standards, such as Green Seal and EcoLogo; designate staff for managing the program; allocate any budgetary needs, and include benchmarks and reporting requirements.

Best Practices:
The best practices section discusses how to structure and implement green cleaning programs. Effective green cleaning programs designate a dedicated team of stakeholders to address the issues and execute a plan.

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

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

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

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
190,000 *US/Canadian $*

Total expenditures on cleaning and janitorial products:
210,000 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

Yes

A brief description of the institution's low-impact, ecological cleaning program:

The ISSA certified low-impact program has been adopted to provide baseline and guidance to the policies developed around purchasing. Recognizing our impact as a major purchaser of goods and services, the University of San Diego gives preference to environmentally friendly products whose quality, function, and cost are equal or superior to more traditional products. This procedure will:

■ Conserve natural resources.

■ Minimize pollution.

■ Reduce the use of water and energy.

■ Eliminate or reduce environmental health hazards to workers and our community.

■ Support strong recycling markets.

■ Reduce materials that are land filled.

■ Increase the use and availability of environmentally preferable products.

■ Increase the use and procurement of Green Seal preferable products.

■ Reward suppliers who reduce environmental impacts in their production and distribution systems or services.

■ Reduce the purchasing of cleaning or disinfecting products containing carcinogens, mutagens or teratogens.

■ Reduce the purchasing of paper products and janitorial products that are bleached or contain bleach or chlorine.

■ Procure only energy star equipment and appliances.

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:

$13,000 annually is spent on Green Seal Products, used for floors, glass, mirrors, restroom fixtures, desks, walls, drinking fountains, etc. An additional $90, 000 is spent on self contained restroom cleaning units (Kaivacs) that use the green seal chemicals, as well as $5,000 annually on microfiber towels and dust mops. We've also spent last year $82,000 on recycled content paper products.

The website URL where information about the institution's green cleaning initiatives is available:

http://www.sandiego.edu/procurement/documents/ProcurementProcedure022814.pdf

Office Paper Purchasing

Responsible Party

Dawn Anderson
Director, Procurement Svcs & Print Shop
Procurement Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase 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:

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

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

The general guidelines adhered by all departments of procurement is also applicable to Office purchasing that is given below.
Recognizing our impact as a major purchaser of goods and services, the University of San Diego gives preference to environmentally

friendly products whose quality, function, and cost are equal or superior to more traditional products. This procedure will:

■ Conserve natural resources

■ Minimize pollution

■ Reduce the use of water and energy

■ Eliminate or reduce environmental health hazards to workers and our community

■ Support strong recycling markets

■ Reduce materials that are land filled

■ Increase the use and availability of environmentally preferable products

■ Increase the use and procurement of Green Seal preferable products

■ Reward suppliers who reduce environmental impacts in their production and distribution systems or services

■ Reduce the purchasing of cleaning or disinfecting products containing carcinogens, mutagens or teratogens.

■ Reduce the purchasing of paper products and janitorial products that are bleached or contain bleach or chlorine

■ Procure only energy star equipment and appliances

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	26,697.50 *US/Canadian $*
30-49 percent	26,845 *US/Canadian $*
50-69 percent	1,265,033.75 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Total expenditures on office paper :

1,318,576.25 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

https://stars.aashe.org/tool/university-of-san-diego-ca/submission/2646/OP/purchasing/OP-14/

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

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?:

All

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):

ProcurementProcedure022814.pdf

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Recognizing our impact as a major purchaser of goods and services, University of San Diego gives preference to environmentally friendly products whose quality, function, and cost are equal or superior to more traditional products. This procedure will:

■ Conserve natural resources
■ Minimize pollution
■ Reduce the use of water and energy
■ Eliminate or reduce environmental health hazards to workers and our community
■ Support strong recycling markets
■ Reduce materials that are land filled
■ Increase the use and availability of environmentally preferable products
■ Increase the use and procurement of Green Seal preferable products
■ Reward suppliers who reduce environmental impacts in their production and distribution systems or services
■ Reduce the purchasing of cleaning or disinfecting products containing carcinogens, mutagens or teratogens.
■ Reduce the purchasing of paper products and janitorial products that are bleached or contain bleach or chlorine.
■ Procure only energy star equipment and appliances.

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 Procurement Services department is to establish and administer purchasing practices and procedures, institute necessary reports, arrange and approve term contracts, consolidate purchases of like or common items, and generally obtain savings. The University of San Diego is subject to and complies with all applicable laws and regulations governing purchasing practices.

Procurement Services has the final responsibility for obtaining prices and conditions of the sale for all purchases and contemplated purchases by the University of San Diego.

The website URL where information about the institution's guidelines for its business partners is available:

http://www.sandiego.edu/procurement/documents/ProcurementProcedure022814.pdf

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

201

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	162
Diesel-electric, non-plug-in hybrid	5
Plug-in hybrid	0
100 percent electric	30
Fueled with compressed natural gas (CNG)	4
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The University of San Diego has created awareness for alternative modes of transportation for students and faculty to rely on more sustainable modes of transport. As part of the initiative to support alternative fuel and power technology, the Office of Sustainability encourages more electric vehicles along with hybrid vehicle purchases to reduce the carbon foot print of the University within the motorized fleet. Signage is put across campus to raise awareness among campus fleet users regarding the right ways of using the fleet and increasing efficiency of vehicles. The signage initiative speaks about multiple ways of increasing millage such as low idling, ensuring proper replacement of spark plugs and fuel caps.

The website URL where information about the institution's support for alternative fuel and power technology is available:

http://www.sandiego.edu/torerolife/getting_around/

Student Commute Modal Split

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

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

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

Total percentage of students that use more sustainable commuting options:

53

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)	47
Walk, bicycle, or use other non-motorized means	12
Vanpool or carpool	20
Take a campus shuttle or public transportation	19
Use a motorcycle, scooter or moped	2

A brief description of the method(s) used to gather data about student commuting:

The database of all campus parking permits for the annual year was populated from the campus Parking Services System Analyst system. The data was broken into many divisions and commuter information was scrutinized in the following categories:

Commute with only the driver in the vehicle : Annual passes at the campus gate was calculated after discounting the double counts through separate Spring and Fall passes.

Vanpool or Carpool: As there are specific number of carpool spots available on campus per day, the number was correlated to the average number of requests of the pass on a yearly basis.

MotorCycle, scooter or moped: Passes for the motorcycles were considered and weighed against the total school population.

Campus shuttle or public transportation: With the count of number of students residents on campus along with a general standard deviation of students living near by, the campus shuttle usage was populated.

Walk, bicycle and other means: The rest of the student population were considered to fit this category as most of the means of transports were accounted for above.

The website URL where information about sustainable transportation for students is available:

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

Employee Commute Modal Split

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

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

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

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

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

Total percentage of the institution's employees that use more sustainable commuting options:

34.70

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)	65.30
Walk, bicycle, or use other non-motorized means	8

Vanpool or carpool	12.20
Take a campus shuttle or public transportation	13.50
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

The database for passes issued were accessed using the Parking Services System where number of passes issued to faculty were counted.

Other modes of transportation such as motorcycle, scooter was populated with the number of bike passes issues to faculty, Vanpool carpool tickets issued, campus shuttle usage ratios and the rest were calculated by subtracting the total number of faculty from the sum the above divisions.

The website URL where information about sustainable transportation for employees is available:

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

Support for Sustainable Transportation

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

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

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

Anne Keicher
Graduate Assistant - Zero Waste
Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	4,877,371 *Tons*	2,811,500 *Tons*
Materials composted	6,320 *Tons*	0 *Tons*
Materials reused, donated or re-sold	515,270 *Tons*	106,740 *Tons*
Materials disposed in a solid waste landfill or incinerator	2,196,392 *Tons*	2,079,440 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,374	2,588
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,753	7,748
Full-time equivalent of employees	1,566	1,521
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	Aug. 7, 2013	May 10, 2014
Baseline Year	Aug. 1, 2010	May 20, 2011

A brief description of when and why the waste generation baseline was adopted:

University of San Diego has been responsibly dealing with waste disposal. Since our contract started with Waste Management in 2011, we have chosen that as an ideal baseline to measure our progress.

A brief description of any (non-food) waste audits employed by the institution:

Waste Audits on electronics is a primary part of the Electronics Recycling Center where any incoming electronic waste is first sorted into categories of reusability, requires repair or ready for recycle. With over 1 million pounds of e-waste collected since 2011, the Electronics Recycling Center encourages reuse of products through sales before recycling.

A brief description of any institutional procurement policies designed to prevent waste:

University of San Diego strives to reduce waste by decreasing wasteful purchases as part of up-stream supply chain policies under procurement. This is incorporated into all practices of purchasing on campus with the following guidelines.

USD Procurement assists Facilities Management and Information Technology Services with a recycling program that recognizes that recycled content products are essential for an environmentally sound production system. This includes but is not limited to:

-Products for which the United States Environmental Protection Agency has established minimum recycled content standard guidelines.

-Copiers and printers that can be used with recycled content products.

-Recycled electronic product program.

-Recycled content transportation products to include signs, cones, parking stops and parking signs.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

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

A brief description of the institution's efforts to make materials available online by default rather than printing them:

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

Reducing Waste: Printing and Copying

The cost of printing in USD libraries is 6 cents a page for black and white and 35 cents per page for color. Patrons pay for their print jobs with Campus Cash by swiping their USD ID cards. Those who do not have a USD ID card can purchase a "gift card" for $1.00 from a campus card services terminal located in Olin Hall or at the the Campus Card Services office in UC 127. USD users can add Campus Cash to their cards at the those locations or online using a credit card.

A brief description of any limits on paper and ink consumption employed by the institution:

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

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

The Office of Sustainability works with Residential Life Department and local organizations to actively reduce waste at move-out. Collection bins provided throughout campus in all residential areas. These collection boxes are for students to donate any excess clothing, or other items conveniently, rather than throwing them away, thus reducing waste. These items are then donated to charities. Tips for move-in are also provided on the Sustainability website, informing students how to reduce their waste during move-in and what to keep in mind during move-out.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Providing all campus residents with an additional recycle trash can has helped minimize the waste output that would not be sorted and hence lost due to reduced diversion.

Additional recycling trash cans are also provided in public areas with larger student inflow such as libraries, laboratories that has helped increasing the efficiency of waste sorting.

A brief description of any food waste audits employed by the institution:

The University of San Diego is striving to become a Zero Waste campus. Achieving Zero waste means diverting 90% of waste from landfills and incinerators. To achieve Zero Waste, USD is launching new programs and tweaking current programs. Successful implementation and effectiveness of these programs are contingent upon on-the-ground advocates. These champions are called "Zero Waste Gurus." Zero Waste Gurus are committed to managing products and processes to systematically avoid and eliminate the volume of waste generated. The program also includes waste audits by departments that certify them according to the initiatives taken by employees to reduce waste accumulation.

Gurus serve as a voice for the Zero Waste initiative in their respective buildings and/or departments by bringing all issues, ideas, challenges, and successes related to composting and recycling to the Office of Sustainability's attention. They also serve as an example and resource for fellow students, faculty, staff, administration, and community members. Some potential discussion topics include:

• A need for additional recycling and composting bins
• A rearrangement of bin locations for more convenience
• Issues regarding the collection of recyclable and compostable materials
• Changes to/and increase educational signage
• Additional training needs on composting and recycling
• Spreading pertinent zero waste updates to the staff and faculty in your building

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:

Zero Waste events are initiatives on campus that strive to be sustainable with the help of Zero Waste Gurus. A pre-event check list is provided to work with the vendors on reducing waste, ensuring the event will be zero waste.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

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

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):

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:

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

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

http://sites.sandiego.edu/sustainability/zero-waste/

Waste Diversion

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

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

This credit 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:

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

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

Materials diverted from the solid waste landfill or incinerator:

6,569,130 *Tons*

Materials disposed in a solid waste landfill or incinerator :

2,196,392 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Recycling strategy: comprehensive waste audits, improving ease of access to recycling bins, creation of Electronics Recycling Center, pilot of a compost program and other innovative landfill diversion efforts.

A brief description of any food donation programs employed by the institution:

A brief description of any pre-consumer food waste composting program employed by the institution:

The main dining area at USD is home to a BioHiTech Food Digester that transforms an average of 3,200 pounds of food waste into water each week. The digester uses a highly specialized formula of micro-organisms to break down food waste that reduces the amount of solid waste for disposal. This system diverts waste from landfills and decreases fuel consumption. According to BioHiTech America, operating the company's 1200 model at full capacity for 1-year reduces emissions of 470,000 pounds of CO_2 and 58 MTCE of greenhouse gases.

A brief description of any post-consumer food waste composting program employed by the institution:

The main dining area at USD is home to a BioHiTech Food Digester that transforms 3,200 pounds of food waste into water each week. The digester uses a highly specialized formula of micro-organisms to break down food waste and reduces the amount of solid waste for disposal. This system has diverted waste from landfills and decreased fuel consumption. According to BioHiTech America, operating the company's 1200 model at full capacity for 1-year will reduce emissions of 470,000 pounds of CO_2 and 58 MTCE of greenhouse gases. The food waste disposed at the composting bins by campus residents is composted and used at the University garden by the Be Blue Go Green garden club.

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	No
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	No
Tires	No

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

756.59 *Tons*

Construction and demolition materials landfilled or incinerated :

86.89 *Tons*

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

In the 2013 academic year, construction waste generated consisted of the waste generated by the construction of Fowler Park Baseball field.

Hazardous Waste Management

Responsible Party

Barney Holland
Environ & Safety Specialist
Environmentl Health and Safety

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

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

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

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

(Facilities Management as well as departments such as Chemistry and Biology) are formally trained in hazardous waste management and materials handling, coordinating with emergency services in case of emergencies, and emergency response plans.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No incident of hazardous material release.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

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

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):

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

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

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

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

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

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

Michael Catanzaro
Director
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.

Submission Note:
The data used was the historical data from facilities.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	76,281,040 *Gallons*	142,344,515 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	0 *Gallons*	0 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,374	2,339
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,753	7,488
Full-time equivalent of employees	1,566	1,295
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	3,226,969 *Square Feet*	2,839,732 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	129,078 *Acres*	0 *Acres*

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

	Start Date	End Date
Performance Year	Aug. 20, 2013	May 10, 2014
Baseline Year	Sept. 10, 2005	May 1, 2006

A brief description of when and why the water use baseline was adopted:

The base line adopted is that of 2005 where water usage was significantly higher and University of San Diego was able to make changes in its policies for water conservation and hence was able to drastically improve the water conservation strategies.

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

0

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

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

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):

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

A brief description of any weather-informed irrigation technologies employed by the institution:

The University of San Diego uses a Rainbird irrigation system which is controlled based on satellite weather/climate information.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Rainwater Management

Responsible Party

Paula Morreale
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

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

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:

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

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

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

A brief description of any porous (i.e. permeable) paving employed by the institution:

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):

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

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

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

Michael Catanzaro
Director
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?:

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:

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

energy and water use. Since 2010, the Sustainability Task Force meets regularly to provide input on the activities and goals of the Office of Sustainability.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Michael Catanzaro, Director of Sustainability

Paula Morreale, Sustainability Coordinator

Scott Anders, Administrative Director, Energy Policy Initiatives Center

Dawn Anderson, Director, Procurement Services

Moises Baron, Assistant VP Student Affairs, Student Wellness

Michel Boudrias, Chair, Marine Science and Environmental Studies

Doug Burke, Director, Network Information Technology Services

Sandra Ciallella, Assistant Vice President of Development

Esteban Del Rio, Director for the Center for Inclusion and Diversity

Colin Fisher, Director, Sustainability Living Learning Community

Pamela Gray, Assistant VP, Public Affairs

Elizabeth Harman, Director of News Bureau

Dayanne Izmirian, Assistant Dean, Residential Life

Barry Ligman, Parking Services Manager

Michael Lovette-Coyler, Director of University Ministry

Andre Mallie, Executive Director, Auxiliary Services

Lynne Morris, Facilities Management Office Manager

Patricia Marquez, Director, Changemaker Hub

Chris Nayve, Director, Community Service Learning

Mark Norita, Assistant Vice President, Facilities Management

Coreen Petti, Associate VP, Marketing and Strategic Partnership

Michael Plakosh, Energy Manager, Office of Sustainability

Juan Carlos Rivas, Assistant Director, Changemaker Hub

Krystn Shrieve, Director of Brand Marketing Communications

Jodi Waterhouse, Director, Corporate and Professional Programs, Continuing Ed.

Greg Zackowski, Director, Outdoor Adventures and Sustainability Programs

Brianna Tracy, Graduate Assistant, Office of Sustainability

James Wykowski, Associated Students, Director of Sustainability and Wellness

Shannon Schumacher, Office of Sustainability Intern

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

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

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

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

Full-time equivalent (FTE) of people employed in the sustainability office(s):

20

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

http://sites.sandiego.edu/sustainability/who-we-are/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Michael Catanzaro

A brief description of each sustainability officer position:

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

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

http://sites.sandiego.edu/sustainability/who-we-are/

Sustainability Planning

Responsible Party

Michael Catanzaro
Director
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	---	---
Research (or other scholarship)	---	---
Campus Engagement	---	---
Public Engagement	---	---
Air and Climate	Yes	---
Buildings	---	---
Dining Services/Food	---	---
Energy	---	---
Grounds	---	---
Purchasing	---	---
Transportation	---	---
Waste	---	---
Water	---	---
Diversity and Affordability	---	---
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:

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Accountable parties, offices or departments for the Buildings plan(s):

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Accountable parties, offices or departments for the Energy plan(s):

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:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

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?:

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

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

Esteban Del Rio
Director
Center for Inclusion & Diversity

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students
• Staff
• Faculty
• Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
No

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	---
Employee diversity and equity	---

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The full-time equivalent of people employed in the diversity and equity office:

2

The website URL where information about the diversity and equity committee, office and/or officer is available:

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	---
Administrators	---

A brief description of the cultural competence trainings and activities:

The Center for Inclusion and Diversity and the United Front Multicultural Center offer activities and programs to promote cultural vibrancy and understanding in the campus community, such as hate crimes awareness, LGBT issues, and multicultural events.

The website URL where information about the cultural competence trainings is available:

http://www.sandiego.edu/inclusion/

Assessing Diversity and Equity

Responsible Party

Lanee' Battle Johnson
Executive Assistant
Ctr for Inclusion & Diversity

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) :

The Center for Inclusion and Diversity utilizes on-going focus groups to detect and analyse issues relating to diversity on campus and student attitudes towards campus diversity, which is then used to drive policy.

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Esteban Del Rio

Director

Center for Inclusion & Diversity

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

Also refer to

Rainbow Educators

http://www.sandiego.edu/unitedfront/leadership/rainbow_educators/

Safe Space Allies

http://www.sandiego.edu/unitedfront/programs/safe_space_allies/

Student Associations

https://sandiego.collegiatelink.net/organizations

Diversity "Circle of Excellence" Scholarships

http://www.sandiego.edu/catalogs/undergraduate/financial_aid.php

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

Does the institution have mentoring, counseling, peer support, 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 University of San Diego provides counseling, affinity groups and peer support programs for underrepresented groups.
The Rainbow educators program works to build awareness of Lesbian, Gay, Bisexual and Transgender (LGBT) issues within the campus community, through workshops and other activities in order to create a safe, just and equal environment for all on campus.
The 'Safe Space Allies' program trains volunteers among students faculty and staff to become safe space allies that provide peer support and counseling to LGBT students or other students from potentially marginalized groups.
The University offers Diversity "Circle of Excellence" Scholarships for students who have the potential to advance diversity and inclusion in the University community.
There are several campus clubs (such as multicultural clubs) which are affinity groups that provide peer support to minority students and connect them both with others from their community as well as the wider campus community to share their culture and promote diversity. These include the Asian Student Association, Black Student Union, Association of Chicana Activists, Filipino Ugnayan Student Organization, Chinese Language Union, and Muslim Student Association.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.sandiego.edu/unitedfront/programs/safe_space_allies/

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?:

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Esteban Del Rio
Director
Center for Inclusion & Diversity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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:

The USD Faculty recruitment toolkit outlines the campus policies and guidelines to be followed during the recruitment process to ensure a diverse faculty. It recognizes the historically small percentages of Hispanic, black and other minority doctoral/ post-doctoral candidates. It focuses on eliminating space for recruiting bias, using a diverse recruiting team (in terms of gender, age, background, etc) and increasing the support given to new faculty to especially encourage eligible doctoral/post doctoral candidates from underrepresented groups to become faculty. Support provided includes mentoring from senior faculty, and support networks.

The website URL where more information about the faculty diversity program(s) is available :

http://www.sandiego.edu/documents/provost/FacultyRecruitmentToolkit2012-13.pdf

Affordability and Access

Responsible Party

Esteban Del Rio
Director
Center for Inclusion & Diversity

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

• Policies and programs to minimize the cost of attendance for low-income students

• Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds

• Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)

• Scholarships provided specifically for low-income students

• Programs to guide parents of low-income students through the higher education experience

• Targeted outreach to recruit students from low-income backgrounds

• Scholarships provided specifically for part-time students

• An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

See also:
http://www.sandiego.edu/upwardbound/about/

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The university offers scholarships, work study, and other grant opportunities for recruit and retention policies. The Diversity Scholarships (Circle of Excellence) are awarded to incoming first-time freshmen based on superior academic achievement, test scores, leadership, service, talent, and other personal qualities and are generally reserved for underrepresented undergraduates who have financial need.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

A brief description of the institution's scholarships for low-income students:

Diversity Scholarships (Circle of Excellence) are awarded for students from underrepresented backgrounds with financial need.

Awards are automatically determined by the Office of Undergraduate Admissions. The student's admission application is the application for the scholarships.
These are awarded to incoming first-time freshmen based on superior academic achievement, test scores, leadership, service, talent, and other personal qualities. The scholarship is generally reserved for underrepresented undergraduates who have financial need.
The scholarship amounts are up to full tuition.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Office of Financial Aid and One Stop Center offer students and their families a myriad of resources to help guide them through USD. Financial Aid maintains an up to date website with a guide how to apply and reapply for financial aid, mandates that all incoming students and their families receiving any form of financial aid attend an informational during Orientation, publishes a newsletter, and sends frequent email updates.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The University of San Diego prides itself on being a diverse and inclusive community. By bringing together students from different cultural, religious and economic backgrounds, USD helps foster a respectful and trusting environment. USD targets students of diverse and low-income backgrounds through its admissions process, in addition to partnering with on-campus organizations to offer and host high school students of diverse backgrounds for recruit visits. The Office of Undergraduate Admissions also hosts special tours and informational days for underrepresented groups on campus.

A brief description of other admissions policies or programs to make the institution accessible and affordable to

low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---

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.sandiego.edu/financialaid/scholarships/university_scholarships.php

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

Janie Carolin
Director of Compensation and Benefits
Human Resources

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:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

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)?:

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://www.sandiego.edu/hr/benefits_compensation//compensation_philosophy.php

Assessing Employee Satisfaction

Responsible Party

Karen Briggs
Assistant VP & Chief Human Resources Officer
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

A copy of the survey is available here:

https://secure.workplacedynamics.com/Survey/custom2012.wdx?ic=DEMO

More information about the UT San Diego Top Workplaces awards program can be found here

http://www.utsandiego.com/topworkplaceawards/

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

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:

University of San Diego recently carried out an employee satisfaction survey, which was done as part of the San Diego Union Tribune's "Top Work Place in San Diego 2013" awards program. This is done in conjunction with the Workplace Dynamics Partnership, which

prepared the survey. USD was invited to participate in the survey after being nominated for the awards by an employee.

The Survey was sent to 1487 full-time and 145 part time employees. It mostly uses semantic scaling and enable the employee to provide their opinion on how the work place and culture functions and rate their satisfaction level based different parameters such as work place attitudes, culture, organization, promotion, pay, etc.

USD plans to carry out such a survey once every several years and address any concerns raised.

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:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

https://secure.workplacedynamics.com/Survey/custom2012.wdx?ic=DEMO

Wellness Program

Adrianna Garcia
Human Resources Generalist
Human Resources

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	---
Staff	Yes
Faculty	---

A brief description of the institution's wellness and/or employee assistance program(s):

The University of San Diego's strength and success depends on our valued employees; therefore Being Well @ USD was created by the department of Human Resources. USD wants to make sure that our workplace helps employees maintain and/or improve their health. We believe that the everyday choices we make can help us live healthier and happier lives, both at work and at home. The mission statement of Being Well @ USD is to create a supportive environment for our USD community that encourages a healthy lifestyle encompassing the emotional, environmental, financial, intellectual, occupational, physical, social and spiritual components of being well. Being Well @ USD is committed to providing opportunities for the USD community to live a healthy and balanced lifestyle.

This new program provides several wellbeing services for employees. These include wellbeing information provided on the USD Wellness website and regular "Being Well @ USD" sessions. The Being Well @ USD website has content specifically targeting employee wellness issues. Under each Being Well component, information is provided as well as links to internal and external resources that will help in improving wellness in this area. The "Being Well @ USD" sessions are free interactive workshops with internal and

external presenters discussing topics such as making healthy choices, personal fitness goals and making behavioral changes.

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

http://www.sandiego.edu/hr/employee_relations/being_well/index.php

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

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

Steven Heath
Treasury and Financial Systems Manager
Finance

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

Submission Note:

Seeking the credit based on the premise that the investment committee operates according to the investment policy statement and the following passage from the criteria for this credit from the STARS Technical Manual:
"A general committee that oversees the institution's investments does not count for this
credit unless social and environmental responsibility is an explicit part of its mission
and/or agenda."

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

Does the institution have a 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?:

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

From investment guidelines:
Social Responsibility

It is important to recognize that the University has a moral and fiduciary responsibility to pursue a reasonable rate of return, with

appropriate diversification and risk, on its portfolio, in order to support its mission and goals. Within this context, the Committee will consider factors other than investment return in its investment choices in order to reflect the University's social and ethical principles, and will take proactive steps to invest in ways that are consistent with these principles wherever reasonably possible. In its consideration of its social responsibility in investing, the Committee will evaluate: 1) the exclusion from the portfolio securities of firms whose policies are contrary to the values the University adopts; 2) the investment in firms that demonstrate a high level of social concern; and 3) the influencing of the social behavior of invested firms through the exercise of ownership rights.

The University's mutual funds, commingled accounts or limited partnerships are only managed according to their prospectus and limited partnership agreements, so customization of guidelines is generally not possible for these investments. The Committee will not knowingly invest commingled funds with any manager whose stated strategy is inconsistent with our principles.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Investment Sub-committee members

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

http://www.sandiego.edu/documents/provost/InvestmentPolicyStatement.pdf

Sustainable Investment

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

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Arthur Atkinson
Manager
E-waste Collection Center

Criteria

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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.
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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:

USD Electronics Recycling Center

A brief description of the innovative policy, practice, program, or outcome :

The University of San Diego's Electronics Recycling Center helps reduce the greenhouse gases, and landfill waste generated by the community as well as recycling e-waste produced by students, staff and the institution.

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

The Electronics Recycling Center is managed as a non-profit and employs students, who can use the opportunity to earn and income while learning about recycling electronic waste.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Problem:
People do not throw their e-waste away because they know it's bad for the environment
Approximately 70% of all electronics produced in the last 10 years are sitting in people's homes, garages and drawers
When it is disposed of incorrectly it creates pollution, plastics can leech
There are international repercussions as much of improperly disposed of e-waste ends up in China, Ghana and other developing nations and becomes a social justice issue

What has USD Done?
Created a free drop-off location for San Diego residents and businesses to utilize to dispose of electronic waste in an environmentally responsible way.
This center would is a service to the community and tie in nicely to the growing Social Entrepreneur movement on campus and connect to the changemaker values of Ashoka.

USD Electronics Recycling Center Accomplishments:
Opened! (1st in the nation)
Collected over 1,00,000,000 pounds since 2011

A letter of affirmation from an individual with relevant expertise:

USD Innovation Letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No

Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

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

The website URL where information about the innovation is available :

http://www.sandiegoewaste.org/

Innovation 2

Responsible Party

Michel Boudrias
Associate Professor
Marine and Environmental Studies

Criteria

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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.
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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.

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Title or keywords related to the innovative policy, practice, program, or outcome:

Climate Education Partners

A brief description of the innovative policy, practice, program, or outcome:

The Climate Education Partners is a project funded by the National Science Foundation to study the views, values and perspectives of leaders regarding climate change and its impacts on the region. The goal of the project is to develop a strategic plan for effectively communicating climate science and policy with the public. The completed strategic plan will be incorporated into a proposal for additional funding by the National Science Foundation for implementation.

Project Vision
The overall vision of the project is to fill a void in climate science education by:

Creating and expanding an innovative and interdisciplinary partnership.
Assessing current climate change knowledge in the San Diego region.
Collaboratively developing a strategic plan to shift climate change knowledge and behavior in the San Diego region.
Approach
The Partnership has chosen an innovative approach by involving regional leaders in an ongoing dialogue about climate change and its impacts. This effort is meant to inform the development of an effective strategic plan which can impact the short- to mid-term by increasing awareness of climate-related issues among the general public in the San Diego region and empowering decision-makers to support climate-friendly policies.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Purpose
The Climate Education Partners is developing a theory-based climate change education and communication program that empowers San Diego regional leaders and their community members to make changes that will enable San Diegans to adapt to and lessen the impact of climate change in our region.

With the support of the National Science Foundation, local scientists from the University of San Diego, California State University, San Marcos, and Scripps Institution of Oceanography, in partnership with The San Diego Foundation and The Steve Alexander Group, are working together with community leaders to create a climate education movement with innovative and targeted messages for the groups they represent in the San Diego region.

ABOUT "2050 IS CALLING"
This report is part of an effort by the Climate Education Partners (CEP) to develop and implement a climate change education plan for the San Diego region. CEP is working with local expert scientists, educators and a wide range of community leaders, helping San Diegans learn more about, prepare for and respond to the impacts of a changing climate. CEP operates with the understanding that together we can sustain our region's quality of life, economic vibrancy and spectacular natural beauty, not just today, but for all future generations.

A letter of affirmation from an individual with relevant expertise:

USD Innovation Letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	No
Public Engagement	Yes
Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

http://catcher.sandiego.edu/items/usd/2050.pdf

The website URL where information about the innovation is available:

http://www.sandiego.edu/climate/

Innovation 3

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

San Diego Climate Collaborative

A brief description of the innovative policy, practice, program, or outcome:

University of San Diego has partnered with the City of San Diego, City of Chula Vista, County of San Diego, Port of San Diego, The San Diego Association of Governments, the San Diego Foundations and San Diego Gas & Electric Company to establish the San Diego Climate Collaborative. This initiative, based at University of San Diego with its Sustainability Director as vice chair, works to advance sustainable development in the region by academia, with government and stake holders to develop and implement solution to sustainability challenges. A full time Climate Collaborative Program Manager was hired November 2013 to grow and elevate the program. A brief outline of the Climate Collaborative is below.

Purpose: a regional forum for public agencies to share expertise and leverage resources to facilitate climate action planning

Partners: academia, non-profit organizations, businesses and community leaders
1. Address and prevent the harmful effects of climate change;
2. Promote a high quality of life for the San Diego region; and
3. Foster a green and growing economy

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Objectives
■Showcase the region's energy efficiency and sustainability leadership
■Reduce regional greenhouse gas emissions and prepare for local climate change impacts
■Facilitate the design and implementation of robust climate action plans
■Link regional efforts together and pursue joint programs and projects
■Communicate progress on climate action planning implementation efforts
■Provide opportunities to engage and connect diverse stakeholders
■Help build internal capacity within public agencies through networking, training and leveraging resources
Lessons learned – we realize the need to be recognized for all the work we're doing in this region
We're lucky to have a great working relationship on with the LGs as well as with orgs like USD, SDGE, TSDF, CleanTECH, etc. which is resulting in great advancement in climate change issues.
Having an overarching brand gives us a voice in bigger discussions (state/fed level) and hopefully presents us as a good investment for funding
Successes – need to engage private sector as well as public (fed, state, local). We can do more.
Barriers – complexity of issues (consider how complex the issue is for insurance, and that is just one issue) – ex. understanding science, comprehending a long-term planning horizon, concerns with impacts to business, funding (and staff availability) for ongoing efforts
OUTCOMES: Climate Action Planning Process in the San Diego Region by SD Foundation

A letter of affirmation from an individual with relevant expertise:

USD Innovation Letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	Yes
Campus Engagement	No
Public Engagement	Yes
Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.sdclimatecollaborative.org/the-collaborative/

Innovation 4

Responsible Party

Michael Catanzaro
Director
Office of Sustainability

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

The Changemaker Hub

A brief description of the innovative policy, practice, program, or outcome:

The Changemaker Hub was launched Fall 2011 as a campus-wide manifestation of the University of San Diego's commitment to its mission and values, and to promote entrepreneurship, collaboration, and innovation for positive social change by linking occurring initiatives at USD, as well as developing new ones. The Hub was created from the changemaker campus designation from Ashoka U that catalyzes social innovation in higher education through a global network of entrepreneurial students, faculty and community leaders. The Changemaker Hub includes all USD educators, students, staff, and community members. It operates in partnership with Ashoka U and all of the Changemaker campuses.

The Changemaker Hub is an inclusive office that connects people and initiatives for social change, serves as a collaboration mechanism for developing and supporting initiatives, and is an enabler of innovation and creativity. Within the Hub is a Core Group, Faculty Champions, and a Student Committee that help lead the way in transforming the campus into changemakers and social entrepreneurs. The Changemaker Hub supports students through student scholarships to students with financial need and who embody the mission of the Changemker Hub and University. Changemaker Fellows are also appointed during the summer to support students through stipends to carry out changemaker work in the community and on campus. The Hub also hosts a Changemaker Challenge every year uniting the campus community around a common theme and encourages all students and staff members to think creatively and identify solutions on the selected topic. Numerous events and workshops are hosted throughout the school year to educate and promote creative solutions and ideas.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Social Innovation Challenge (SIC) is a student social venture competition organized by the Center for Peace and Commerce at the University of San Diego under the Changemaker hub. Through the SIC, university students in San Diego generate ideas for innovative ventures that respond to a social or environmental issue of their choice, and compete for seed funding to launch or expand their ventures. Social ventures may be for-profit, non-profit, or hybrid models with a domestic or international focus. The SIC has awarded $158,000 in cash prizes to students since its inception in 2011. The 5th Annual 2015 Social Innovation Challenge will award $75,000 of seed funding to student social ventures.

The Center for Peace and Commerce, in partnership with the Changemaker Hub, invites all student social innovators at the undergraduate and graduate levels at University of San Diego to propose ideas for achieving the 4 Ps—People, Planet, Profit, and Peace.

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	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
Health, Wellbeing & Work	No
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

http://sites.sandiego.edu/changemaker/social-innovation-challenge/

The website URL where information about the innovation is available:

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