University of California, Santa Cruz
STARS REPORT

Date Submitted: Preview

Provisional Rating: Silver

Provisional Score: 58.17

Online Report: University of California, Santa Cruz

STARS Version: 1.2

This is a preview of the final STARS Report.

The final version of the STARS Report will be available after submission.

A STARS Rating (including STARS Reporter) will be given at the time of submission and the data contained in the report will become publicly available on the STARS website.

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

STARS 1.0, which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

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Provisional Score 58.17

Provisional Rating: Silver

Education & Research

Co-Curricular Education	17.75 / 18.00
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Research	23.73 / 27.00

Operations

Buildings	6.95 / 13.00
Climate	5.66 / 16.50
Dining Services	5.02 / 8.50
Energy	2.03 / 16.50
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Planning, Administration & Engagement

Coordination and Planning	18.00 / 18.00
Diversity and Affordability	13.75 / 13.75
Human Resources	4.73 / 19.75
Investment	6.90 / 11.75
Public Engagement	12.96 / 31.75

Innovation

Innovation	0.00 / 4.00

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.

Education & Research

Co-Curricular Education

Points Claimed 17.75

Points Available 18.00

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.

Credit	Points
Student Sustainability Educators Program	5.00 / 5.00
Student Sustainability Outreach Campaign	5.00 / 5.00
Sustainability in New Student Orientation	2.00 / 2.00
Sustainability Outreach and Publications	4.00 / 4.00
Student Group	0.25 / 0.25
Organic Garden	0.25 / 0.25
Model Room in a Residence Hall	0.00 / 0.25
Themed Housing	0.25 / 0.25
Sustainable Enterprise	0.25 / 0.25
Sustainability Events	0.25 / 0.25
Outdoors Program	0.25 / 0.25
Themed Semester or Year	0.25 / 0.25

Student Sustainability Educators Program

Provisional Score	Responsible Party
	Shauna Casey
5.00 / 5.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

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

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

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

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

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

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

17,404

Program name (1st program):

Education for Sustainable Living Program

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

154

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

ESLP is a student-run organization which offers an accredited student-led class every spring quarter. Our class has two components: a Monday Night Speaker Series, and student-led sections. Each section and speaker night is based on sustainable living topics found in the Blueprint for a Sustainable Campus. ESLP class sections focus primarily on hands-on projects and experiential learning. Student organizers worked throughout the year to plan our guest lecture series, train facilitators and promote collaborative education models. In spring quarter, ESLP offers a 5-unit and 2-unit course to undergraduate students that includes student led sections and a weekly guest speaker series related to the student created UCSC Blueprint for a Sustainable Campus. Many of the sections engage students throughout campus into learning projects such as the spring 2012 The Drop you Own Drip section which created a competition by sending mock

water bills across the entire UCSC campus to see which college could reduce the most water. In that same year, The Sustainable Living Spaces section performed an energy audit of college dorms and created proposals to reduce energy and resource consumption. The Zero Waste class also worked on a zero waste campus move out during the end of the year. ESLP also works on collaborative education events events, such as working with the African American Resources Center and Brain Mind Consciousness Society to host Van Jones in Winter 2012 to speak on rebuilding the "dream" and vision of society while learning to be culturally inclusive. Another event was the Wiser Together in Spring 2012, which had an attendance of approximately 200 people. This event featured locally sourced food and gave a space for students to connect with community members and local resources around sustainability.

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

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

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

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

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

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

The website URL for 1st Program:

http://eslp.enviroslug.org/

Program name (2nd program):

Student Sustainability Advisors

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

17,404

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

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

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

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

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

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

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

The educators are overseen by the Colleges, Housing and Educational Service's Safety Training and Resource Conservation Coordinator, Silas Snyder.

The website URL for 2nd program:

Program name (3rd program):

College 8 Sustainability Project

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

400

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

The College Eight Sustainability Project is a service-learning enterprise designed to connect your intellectual work with its practical applications. Every section will participate in one of the activities, all of which focus on a particular aspect of environmental work on campus or in the larger community of Santa Cruz.
Projects include working ■eld trips to UCSC's farm, the Program in Community Agroecology or Santa Cruz's Homeless Garden Project; participating in lagoon and coastal prairie restoration efforts; working on a beach clean-up with Save Our Shores; and several other options. All of the opportunities are tailored to further students' understanding of topics related to sustainability and social justice.
Many of the projects fall on the college's "Day of Service" with the opportunity for many College Eight students to participate in service■learning events. The fosters awareness of campus, community and global issues around sustainability. Students share in a unique experience and generate positive attention for the college as well as the organizations involved.

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

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

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

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

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

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

The website URL for 3rd program:

http://eight.ucsc.edu/about/building-a-green-future.html

Program name (All other programs):

Provost's Sustainability Internship Program

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

410

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

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

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

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

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

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

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

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

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

The website URL for all other programs:

http://sustainability.ucsc.edu/

Student Sustainability Outreach Campaign

Provisional Score	Responsible Party
	Tim Galarneau
5.00 / 5.00	Farm to College Project Coordinator
	CASFS

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s):

Real Food Challenge

A brief description of the campaign(s):

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

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

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

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

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

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

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

Sustainability in New Student Orientation

Provisional Score	Responsible Party
	Shauna Casey
2.00 / 2.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

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

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

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

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

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

Yes

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

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

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

http://www.ucscrecreation.com/fallFestival/fallFestival.html

Sustainability Outreach and Publications

Provisional Score	Responsible Party
	Shauna Casey
4.00 / 4.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

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

Yes

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

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

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

http://sustainability.ucsc.edu/

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

The Sustainability Offices sends out a monthly newsletter, as well as frequent news updates on the sustainability office website.

The website URL for the sustainability newsletter:

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

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

Yes

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

The Sustainability Project Clearinghouse is a database of current and proposed research projects on campus sustainability at UC Santa Cruz.

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

http://sustainability.ucsc.edu/get-involved/clearinghouse

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

Yes

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

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

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

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

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

Yes

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

UCSC Dining has taken the initiative to provide our students with plenty of local and organic foods. Aside from merely incorporating these more sustainable food into our menu, they also make sure to bring customers' attention to the reasons why we choose these (sometimes more costly) items. They post an array of signage in each of the dining halls to accomplish this informative publicity. One

sign highlights 10 reasons to choose organic. Another, larger, poster explains the purpose for choosing the fair trade direct coffee bought from the Community and Agroecology Network. Several fliers are dedicated to addressing the correlation between the distance and production process of foods, and their respective carbon footprints. And we also bring attention to the Real Food Challenge which revolves around incorporating sustainable food systems in higher education and high schools. Lastly, we also encourage students to minimize waste through our signage. We help our students recognize the value in preventing food waste by sampling, taking only what will actually be eaten, and recognizing that even though we compost our food scraps, this is still an energy intensive process.

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

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

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
Yes

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:

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

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:

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

Does the institution have a sustainability walking map or tour?:
No

A brief description of the sustainability walking map or tour:

The UCSC campus central walking map provides the routes of both all the roads and trails in the central campus. The map also has estimated walking times so people have a sense of how long travel by foot takes from one destination to another.

The website URL of the sustainability walking map or tour:

http://maps.ucsc.edu/cdwalkingmap.html

Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

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

The UCSC Transportation and Parking Services website has information about a wide range of alternative transportation methods to commute to campus. The website includes information on public transit, carsharing, vanpools and bike routes.

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

http://www2.ucsc.edu/taps/

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:

Yes

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

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

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

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

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

No

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

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:

Does the institution produce another sustainability publication or outreach material not covered above? (1st material):

Yes

A brief description of this material:

The Environmental Media Project (EMP), a student media organization founded in 2008 at UCSC. The goal of the (EMP) is to publish a comprehensive guide to and testament of sustainability related efforts on or linked to the Santa Cruz campus, student, staff, faculty, and

administrative body so as to further awareness, promote coverage of such projects, and encourage and organize action.

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

The website URL for this material:

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

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

Yes

A brief description of this material:

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

The website URL for this material:

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

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

No

A brief description of this material:

The website URL for this material:

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

No

A brief description of this material:

The website URL for this material:

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

No

A brief description of this material:

The website URL for this material:

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

No

A brief description of this material:

The website URL for this material:

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

No

A brief description of this material:

The website URL for this material:

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

No

A brief description of this material:

The website URL for this material:

Student Group

Provisional Score	**Responsible Party**
	Shauna Casey
0.25 / 0.25	Sustainability Internship Coordinator
	Campus Sustainability Office

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

Does the institution have an active student group focused on sustainability?:

Yes

The name and a brief description of each student group:

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

List up to 4 notable recent activities or accomplishments of student group(s):

Education for Sustainable Living Program- 1. In Spring quarter 2013, ESLP offered 10 student led sections to 124 students.

2. In Winter 2013, ESLP hosted the University Forum for Sustainable Education, which brought together over 100 people across 10 organizations to promote academic integration of sustainability curriculum in higher education. The ideas generate from this forum were incorporated in the 2013-2014 UCSC Blueprint for a Sustainable Campus.

3. ESLP is an interdisciplinary course and organization. As of Spring 2013, the 12 organizers bridge 9 majors, the 18 facilitators bridge 9 majors, and the spring class of 124 students bridges 30 majors.

4. ESLP formed as a statewide collaboration and has been successfully offering courses at UCSC from since 2003. During these 10 years, ESLP has given over 2000 students credit and has had a class size as large as 281 students in 2010. Since 2003, ESLP has invited over 100 guest speakers and created over 50 student led sections.

PowerSave Campus
1. Actual Energy Savings: 73,802.2 kwh; 56,649.7 lbs CO2; $8,717.22; 1,337 therms (equivalent of 39,183.76 kwh); Total: 112,985.96 kwh

2. Potential Savings: 666,326 kwh; 2,555 therms (equivalent of 74,865.3 kwh); 674,886 gallons of water; 385,204 lbs CO2; $66,478.01; Total: 743,890.73 kwh

3. Remote Outreach of 35,520 people; Direct Outreach of 6,036 people

4. Held 9 events; 3 community events

Program in Community and Agroecology (PICA) PICA hosted 9 free sustainability workshops, which were open to all UCSC students. Some of the workshops included fruit tree pruning, natural building with cob, fermentation, cooking for a large group, and plant identification. We hosted 25 educational garden workdays. Student leaders facilitated hands-on activities in the Foundational Roots Garden that include propagation, gardening, building compost and cooking. PICA hosted over 80 community meals for UCSC students. PICA hosted 6 Student Garden Market Carts providing fresh, free produce to UCSC students. PICA also provided internships and leadership development to over 30 UCSC students. In the Spring Quarter of 2013, PICA lead an Urban Garden Internship where students built an Urban Garden Demonstration Site at the UCSC campus.

Campus Sustainability Council- CSC awarded $44,000 in grants to 8 campus sustainability projects in winter quarter, 2013 and $68,756 to 7 sustainablity projects in spring quarter 2012 for a total of $112,765 in 2013.

Student Environmental Center (SEC)- Hosted Annual Earth Summit: Over 600 guests, including roughly 50 student volunteers. Around 30 different organizations were represented and tabled to showcase their accomplishments and outreach for interns. Completion of Moore Creek Watershed Replica: Campaign members created a solar powered constructed wetland that replicates the native ecology of our campus' Moore Creek Watershed. Funding from CSC and Carbon Fund. Collaboration from Jim Velzy, UCSC art club, engineering club, UCSC woodshop, UCSC electricians
Slugware: Re-usable dishware pilot project under our Waste Prevention Campaign featuring bamboo-ware, sustainable bamboo dishware for our organizations events, which are used and then brought to a dining hall for washing, and then reused. Working to reduce our food waste and make all the SEC's events zero waste
New Water Campaign - Drop Your Own Drip: This new water campaign the SEC has adopted was originally an ESLP course. Their main project is creating a water conservation competition among all the apartments, including mock water statements and bills. The winning college will receive a party at the end of the school year.

List other student groups that address sustainability:

The website URL where information about student group(s) is available:

http://sustainability.ucsc.edu/get-involved/student-orgs

Organic Garden

Provisional Score	Responsible Party
0.25 / 0.25	**Tim Galarneau** Farm to College Project Coordinator CASFS

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

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

Yes

A brief description of the garden:

The Center for Agroecology & Sustainable Food Systems is a research, education, and public service program at the University of California, Santa Cruz, dedicated to increasing ecological sustainability and social justice in the food and agriculture system.

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

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

The website URL where information about the garden is available:

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

Model Room in a Residence Hall

Provisional Score	Responsible Party
	Shauna Casey
0.00 / 0.25	Sustainability Internship Coordinator
	Campus Sustainability Office

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

Themed Housing

Provisional Score	Responsible Party
	Shauna Casey
0.25 / 0.25	Sustainability Internship Coordinator
	Campus Sustainability Office

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:

Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):

UCSC has sustainability themed housing associated with several residential units including: Kresge College Ecovillage, the Program in Community and Agroecology, The Sustainabiltiy House at Stevenson College, Cowell College Outdoor Pursuits and Sustainability Community, College 8 Sustainability House. Ecovillage - The ecovillage is a community striving to live well and lightly together. From appropriate technologies to holistic health, from sustainable agriculture to group facilitation, the ecovillage brings together 1st year students who wish to actively create a new world based on cooperation, justice, and sustainable living. If you are looking to cultivate a deep sense of place, host regular potlucks, and engage with sustainability education, this is the place for you. Students are highly encouraged to participate in the Kresge Garden Co-op, The World Cafe, and the classes, workshops, and events sponsored by the Common Ground Center at Kresge. Stevenson's Sustainability house is dedicated to providing a living community that focuses on best practices for interacting with nature and reducing human negative impacts on the natural environment. We promote the idea of living a "greener" lifestyle on campus and also promote sustainable civic responsibility by working together on campus-wide community gardens and site stewardship restoration projects. Staff work directly with residents in planning activities and events about these issues through organizations at Stevenson as well as other campus-wide groups. Program in Community and Agroecology Village: Sophomores, Juniors and Seniors from disciplines across the Social Sciences, Natural Sciences, Arts and Humanities live, study, grow and prepare food together in the Village housing modules dedicated to PICA. The living/learning experience that the PICA residential program provides allows students a way to link healthy communities with healthy food systems. Cowell College Outdoor Pursuits and Sustainability Community houses students interested in outdoor activities and sustainability, from sports to community service. The College 8 Sustainability community is intended for students who are interested in issues related to sustainability and environmental consciousness. This community allows students to further demonstrate their commitment to the College Eight theme. Students will engage in dialogue around sustainability through programs offered by the residential staff as well as well as develop community standards around sustainability in the Residence Hall. Students will also have the opportunity to develop new ideas for sustainable practices within the College Eight community. In addition, students are also encouraged to attend or assist in planning campus events around sustainability including College Eight's contribution to the campus's Earth Day celebration.

The website URL where information about the themed housing is available:

http://stevenson.ucsc.edu/residential_life/living_at_stevenson.shtml

The total number of residents in themed housing. :

150

Sustainable Enterprise

Provisional Score	Responsible Party
0.25 / 0.25	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

Yes

A brief description of the enterprise:

The Kresge Food Co-op has been a Kresge College tradition for over twenty years, supporting small farmers, the UCSC Farm Project, and the Kresge Organic Garden. The Kresge Community Natural Foods Co-op is a non-profit student run food store located on the south side of Kresge behind Casa Luis Valdez.

The website URL where information about the sustainable enterprise is available:

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

Sustainability Events

Provisional Score	**Responsible Party**
0.25 / 0.25	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

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

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

Yes

A brief description of the event(s):

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

http://enviroslug.org/

>

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

http://sustainability.ucsc.edu

>

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

http://enviroslug.org/

Outdoors Program

Provisional Score	Responsible Party
0.25 / 0.25	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

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

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

Yes

A brief description of the program:

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

The website URL where information about the program is available:

http://opers.ucsc.edu/

Themed Semester or Year

Provisional Score	Responsible Party
0.25 / 0.25	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

Yes

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

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

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

The website URL where information about the theme is available:

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

Curriculum

Points Claimed 22.04

Points Available 55.00

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	Points
Sustainability Course Identification	3.00 / 3.00
Sustainability-Focused Courses	4.24 / 10.00
Sustainability-Related Courses	1.02 / 10.00
Sustainability Courses by Department	3.78 / 7.00
Sustainability Learning Outcomes	0.00 / 10.00
Undergraduate Program in Sustainability	4.00 / 4.00
Graduate Program in Sustainability	4.00 / 4.00
Sustainability Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 2.00
Incentives for Developing Sustainability Courses	0.00 / 3.00

Curriculum

Sustainability Course Identification

Provisional Score	Responsible Party
	Shauna Casey
3.00 / 3.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

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

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

Yes

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

UCSC's definition of sustainability: Sustainability means meeting present needs without compromising ecosystems or the prospects of future generations to meet their own needs. Sustainable practices support ecological, human, and economic health and viability.

Sustainability Curriculum Definition- The goal of sustainability education is to provide students, regardless of their courses of study, the knowledge and skills to help create a healthy economy, society, and environment.

Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

In order to determine whether or not a course has this goal in mind, courses are included if they help students to achieve one or more of the following:

• Understand and be able to effectively communicate aspects of sustainability with respect to specific issues.
• Develop and use an ethical perspective in which they view themselves as embedded in the fabric of an interconnected world.
• Become aware of and explore the connections between their chosen course of study and sustainability.
• Develop technical skills or expertise necessary to implement sustainable solutions.
• Understand the way in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.
• Contribute practical solutions to real-world sustainability challenges.
• Synthesize understanding of social, economic, and environmental systems and reason holistically.

A course does not have to accomplish all of these things to be designated as sustainability-related or sustainability-focused.

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

Yes

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

The definition of sustainability for UCSC was agreed upon by the Committee on Sustainability and Stewardship, the Committee on Planning and Stewarship and the Chancellor in 2008. Faculty members from various departments were also a part of the formation of this definition. The definitions for sustainablity curriculum and research were determined by a committe of three faculty- the Environmental Studies Department Chair, Karen Holl; the College 8 Provost Ronnie Lipschutz (College 8 is UCSC's Environmentally themed college); and the Vice Provost for Academic Affairs, Herbie Lee. To identify sustainability focused and related courses a team of student interns from the Sustainaiblity Office worked with the Internship Coordinator to review the schedule of classes for the 2012-13 acaemic year, read the course descriptions to determine if they met our criteria, and provided a justification/rationale for why each course was included. University Extension courses and student independent studies were not included.

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

Yes

The website URL where the sustainability course inventory is posted:

http://sustainability.ucsc.edu/

Sustainability-Focused Courses

Provisional Score	**Responsible Party**
4.24 / 10.00	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

197

The total number of courses offered :

4,650

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

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

http://sustainability.ucsc.edu/get-involved/Courses%20and%20Programs.html

A copy of the sustainability course inventory:

Sustainability-Related Courses

Provisional Score	**Responsible Party**
1.02 / 10.00	**Shauna Casey**
	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

142

The total number of courses offered :

4,650

Number of years covered by the data:

One

A list of sustainability-related courses offered:

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

http://sustainability.ucsc.edu/get-involved/Courses%20and%20Programs.html

A copy of the sustainability course inventory:

Sustainability Courses by Department

Provisional Score	Responsible Party
3.78 / 7.00	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

Criteria

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

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

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

17

The total number of departments that offer courses:

35

A list of departments that offer sustainability courses:

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

http://sustainability.ucsc.edu/get-involved/Courses%20and%20Programs.html

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Provisional Score	Responsible Party
0.00 / 10.00	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

Criteria

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

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

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

Undergraduate Program in Sustainability

Provisional Score	Responsible Party
	Shauna Casey
4.00 / 4.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

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

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

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

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

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

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

The website URL for the program (1st program):
http://envs.ucsc.edu/

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

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

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

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

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

Graduate Program in Sustainability

Provisional Score	Responsible Party
4.00 / 4.00	**Shauna Casey**
	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

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

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

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

Submission Note:

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

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

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

Our interests in ecology include:

* Conservation biology and global change ecology - the maintenance of biodiversity and ecosystem processes, and reducing human impacts on other species
* Agroecology - where ecological knowledge is used to inform human management of nature for the production of natural products for human use in ways that minimize environmental impacts.

Our interests in social science bridges the dimension between:

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

* And Political economy of the environment - which examines the deeper social processes through which the institutions that structure our social and ecological agendas have been constructed.

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

Credit: Ben Ditto

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

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

Yes

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

Doctoral program in the Department of Environmental Studies

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

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

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

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

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

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

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

Sustainability Immersive Experience

Provisional Score	**Responsible Party**
	Shauna Casey
2.00 / 2.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

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

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

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

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

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

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

Yes

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

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

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

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

How do issues of environmental quality and social justice interact in sustainable communities?
How does an understanding of ecology inform decisions about farming/gardening practices?
What impact can consumer choice have on how farmers design and manage their farming systems?
What roles do art and creativity play in shaping social change and in sustaining communities?

Some of their activities include:

PREVIEW

Practical training in agroecology, horticulture and organic agriculture

Saturday workdays at the Foundational Roots Garden in the Village

Community Meals with organic food from the garden

Local internships and field studies

International exchanges and studies in agricultural communities

Collaborations with other campus programs working towards sustainability

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

http://ucscpica.org/

Sustainability Literacy Assessment

Provisional Score	**Responsible Party**
	Shauna Casey
0.00 / 2.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

Part 1

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

Part 2

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

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

Incentives for Developing Sustainability Courses

Provisional Score	Responsible Party
0.00 / 3.00	

Criteria

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

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

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

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

Research

Points Claimed 23.73

Points Available 27.00

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

Credit	Points
Sustainability Research Identification	3.00 / 3.00
Faculty Engaged in Sustainability Research	8.51 / 10.00
Departments Engaged in Sustainability Research	4.22 / 6.00
Sustainability Research Incentives	6.00 / 6.00
Interdisciplinary Research in Tenure and Promotion	2.00 / 2.00

Research

Sustainability Research Identification

Provisional Score	Responsible Party
	Shauna Casey
3.00 / 3.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research?:

Yes

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

Sustainability research focuses on a key principle of sustainability (such as social equity, as it relates to environmental issues, or environmental stewardship); addresses a sustainability challenge (such as climate change or poverty as it relates to environmental issues); or furthers our understanding of the interconnectedness of societal and environmental challenges. Sustainability research leads toward solutions that support economic prosperity, social well-being and ecological health. In order to be inclusive of faculty scholarship, sustainability research includes creative work, referred to henceforth as "research."

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

Yes

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

UCSC's Office of Research conducted a keyword search (keywords- sustainable, environment, renewable) of its research database for sustainability related faculty projects, and identified a list of 30 faculty that have received funding for relevant research in the last 3 years. We augmented these results by reviewing departmental and faculty websites, targeting most heavily departments that we identified during the development of our sustainability courses inventory or that we had heard about through other means. In order to obtain feedback on

any faculty we may have missed, this list was reviewed by our Academic Task Force on Sustainability.

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

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):

http://sustainability.ucsc.edu/

Faculty Engaged in Sustainability Research

Provisional Score	**Responsible Party**
	Shauna Casey
8.51 / 10.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research:

111

The total number of faculty members engaged in research:

522

Names and department affiliations of faculty engaged in sustainability research:

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

http://sustainability.ucsc.edu/get-involved/academic-opportunities.html

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

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

1. Professor Carol Shennan (Environmental Studies) and Associate Researcher Joji Muramoto at the Department of Environmental Studies received over $2.3 million grants from USDA and the California Strawberry Commission during 2007-2012 to optimize anaerobic soil disinfestation, a biological alternative to soil fumigants, for strawberries in California. This work could provide an economically feasible non-fumigant alternative to California strawberry growers who produce over 85% of the US strawberries using the

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

The website URL where information about sustainability research is available:

http://sustainability.ucsc.edu/get-involved/academic-opportunities.html

Departments Engaged in Sustainability Research

Provisional Score	Responsible Party
4.22 / 6.00	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

Criteria

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

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

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

The total number of academic departments that conduct research:

36

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

19

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

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:

http://sustainability.ucsc.edu/get-involved/academic-opportunities.html

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:

Sustainability Research Incentives

Provisional Score	Responsible Party
6.00 / 6.00	**Shauna Casey** Sustainability Internship Coordinator Campus Sustainability Office

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

Submission Note:

Need to add the Green Revolving Loan fund information, when finalized (2013).

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

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

Yes

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

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

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

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

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

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

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

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

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

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

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

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

Yes

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

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

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

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

Interdisciplinary Research in Tenure and Promotion

Provisional Score	Responsible Party
	Shauna Casey
2.00 / 2.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

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

Submission Note:

Academic Plan
ACADEMIC VISION AND DIRECTIONS
Disciplinary Excellence and Cross and Disciplinary Strengths

Disciplines are nucleated around methodological approaches, research topics or creative foci. However, no academic discipline is a stationary category but is a dynamic envisioning of knowledge and perspective, emphasizing specific methodologies and topics but informed by the developments seen in aligned disciplines and by new discoveries removed from the immediate focus of the discipline. As a consequence, traditional disciplines often converge on similar topics or methods, each contributing their unique history and perspective. The dynamic nature of the disciplines lends itself to the style of cross-disciplinary and inter-disciplinary work that has been the tradition of the UCSC campus. Our current vision rests on building the disciplines in ways that will advance their impact upon the academy while simultaneously complementing the related disciplines. We plan to build strategically to allow our faculty and students to advance knowledge and education in ways that will benefit all citizens in the coming century.

Six Themes for the Future Cross Cultural Initiatives:

Discover and map the human sense of self—who we are, our cultural, gender and ethnic identities

Evolving Environments, Science and Policy: Environmental change and scientific policy, explore the earth as a planetary model, study deep space, and much more

Human Health Initiatives: Health sciences, including toxicology, stem cells, assistive devices, biomaterial development, cultural understanding of and communication of health issues

Public Documentation and Communication: The role of public media, sound, visual and digital media, and the arts in transmitting knowledge, emotion, power, and identity

Technological Development and Societal Impacts: Pushing technological advancement ever forward, while exploring the ramifications for society, environment, ethics, social justice and nationhood

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

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

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

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

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

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

Operations

Buildings

Points Claimed   6.95

Points Available   13.00

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	Points
Building Operations and Maintenance	2.68 / 7.00
Building Design and Construction	2.27 / 4.00
Indoor Air Quality	2.00 / 2.00

Building Operations and Maintenance

Provisional Score	Responsible Party
	Diane Behling
2.68 / 7.00	Senior Facilities Analyst
	Capital Planning and Space Management

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

Submission Note:

UCSC is pursuing campus wide LEED EB: O&M and NC credits that when accepted by LEED will applicable to all future EB: O&M and NC projects. This work is currently in process with anticipated submittal for EB: O&M by May 1, 2014 and NC by May 17, 2014. See row 13 above for description of credits the campus is attempting to achieve.

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

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

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

Total building space that meets "Eligible Buildings Criteria":

4,991,360 *Square Feet*

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

4,839,810 *Square Feet*

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

0 *Square Feet*

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

151,550 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

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

An electronic copy of the guidelines or policies:

E2 LEED-EB Documentation_Entire.pdf

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

University of California "Sustainable Practices Policy" was adopted July 2004 with revisions through August 2011 (current version)

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

We follow ASHRAE guidelines for thermal comfort and ventilation. We set up our outside air dampers for a minimum of 20% outside air, use Co2 sensors for controlling return air, mixed air and outside air dampers. We use VFD's for controlling fan speeds around indoor air set-points.

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

Engineering 2 - LEED Silver

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

UCSC has performed Monitoring Based Commissioning (MBCx) on a number of buildings to optimize building performance, improve building comfort and reduce energy consumption.

MBCx buildings: Earth and Marine, Fackler Heat Plant, Social Sciences 2, Engineering 2, College 9/10 Dining, Natural Sciences 2, Science Library and Sinsheimer Labs.

In addition, several LEED EB: O & M measures or very similar measures are carried out on a campus wide basis such as: SS-Alternative Transportation- Public Transportation Access, Low-emitting and fuel-efficient vehicles, Parking capacity; SS-Site Development-Protect or restore habitat, Maximize open space; Stormwater Design- Quantity control, Quality control; MR-Storage and Collection of Recyclables, Construction Waste Management; IEQ--Environmental Tobacco Smoke, Low-emitting materials-paints and coatings, Adhesive and sealants, Flooring systems, Composite wood and agrifiber; ID-Green Cleaning and Green Building Education Program.

Building Design and Construction

Provisional Score	**Responsible Party**
	John Barnes
2.27 / 4.00	AVC Physical Planning and Construction
	PPC

Criteria

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

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

and/or

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

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

Submission Note:

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

For the response to the first question in this section, we included all LEED certified new building space and and SF of non-LEED certified buildings that meet the guidelines in the second half of the "Eligible Buildings Criteria" definition.

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

New building space that meets "Eligible Buildings Criteria":

807,084 *Square Feet*

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:

278,491 *Square Feet*

New building space that is LEED Certified :

35,667 *Square Feet*

New building space that is LEED Silver certified:

274,534 *Square Feet*

New building space that is LEED Gold certified :

218,392 *Square Feet*

New building space that is LEED Platinum certified:

0 *Square Feet*

The website URL where a copy of the institution's guidelines or policies for green building is available :

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

An electronic copy of the guidelines or policies :

sustainable-practices-policy.pdf

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

University of California "Sustainable Practices Policy" was adopted July 2004 with revisions through August 2011 (current version)

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

Every building project over $5,000,000 is required to comply with the UC Sustainable Practices Policy. In brief, that Policy calls for new buildings to be LEED Sliver and strive for Gold. In addition, all projects in the state of California must comply with the new Cal Green Building Code and in January of 2014, stringent energy conservation requirements, which are more aggressive than Title 24 (the strictest energy code in the country) will be implemented. Additionally, recent Cap and Trade legislation encourages zero to low greenhouse gas emissions.

For projects under $5,000,000, the 2013-16 Campus Sustainability Plan calls for LEED-similar documentation for projects over $750,000 and general documentation of sustainable measures for projects up to $750,000.

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

Cowell College Commons, Porter College House B, Porter College House A, Porter College Dining Common,Cowell Student Health Center, Bio Medical Facility

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

Digital Arts Research Center, Emergency Response Center, Humanities and Social Sciences Building/Auditorium, JBE Auditorium, McHenry Library, Bookstore, Interdisciplinary Sciences Building, OPERS Fitness Center

Indoor Air Quality

Provisional Score	Responsible Party
	Pat Goff
2.00 / 2.00	Director
	Environmental Health & Safety

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:

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

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

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

4,991,360 *Square Feet*

Total occupied building space :

4,991,360 *Square Feet*

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

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

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

. Chapter 1 outlines processes and procedures for responding to IAQ complaints. This chapter also provides various form templates that can be used when gathering information. Chapter 2 and 3 lists HVAC Design, Construction and Maintenance routine procedures for preventing IAQ problems. Chapter 4 provides details on Sampling for Microbial Contamination.

Indoor Air Quality monitoring is performed on an as needed basis based on the concerns of the occupant. EH&S has IAQ monitoring equipment and staff expertise to perform a variety of services in this area. If necessary, the campus will hire specialty consultants to follow up with specific requests that are beyond the scope of the campus EH&S office. Occupants can register concerns through several mechanisms: 1) the Main EH&S webpage button for reporting a hazard; 2) The campus Injury and Illness Prevention Program provides forms and information for submitting a Hazard Alert notice. These can submitted electronically or by hard copy and also allow for

anonymous complaints to be filed. Although not specific to IAQ complaints, the form is generic and has been used for IAQ concern reporting many times; 3) by calling the main EH&S phone number and; 4) by sending an email to

ehs@ucsc.edu

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

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

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

. Chapter 1 outlines processes and procedures for responding to IAQ complaints. This chapter also provides various form templates that can be used when gathering information. Chapter 2 and 3 lists HVAC Design, Construction and Maintenance routine procedures for preventing IAQ problems. Chapter 4 provides details on Sampling for Microbial Contamination.

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

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

Climate

Points Claimed 5.66

Points Available 16.50

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit	Points
Greenhouse Gas Emissions Inventory	1.50 / 2.00
Greenhouse Gas Emissions Reduction	3.91 / 14.00
Air Travel Emissions	0.00 / 0.25
Local Offsets Program	0.25 / 0.25

Greenhouse Gas Emissions Inventory

Provisional Score	Responsible Party
	Christina Thomure
1.50 / 2.00	Climate Action Manager
	Sustainability Office

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted:

http://www.climateregistry.org/tools/carrot/carrot-public-reports.html

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

Yes

Does the inventory include emissions from air travel?:

Yes

Does the inventory include emissions from commuting?:

Yes

Does the inventory include embodied emissions from food purchases?:

No

Does the inventory include embodied emissions from other purchased products?:

No

Does the inventory include emissions from solid waste disposal?:

No

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

No

If yes, please specify:

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Provisional Score	**Responsible Party**
	Sarah Gilchrest
3.91 / 14.00	Energy Analyst
	Physical Plant

Criteria

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

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

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

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

Submission Note:

2005 data is unavailable at this time. UCSC started reporting third-party greenhouse gas emissions in 2006 (2005 data is 2006). Performance Year is 2011 (calendar year). Resident data from:
http://planning.ucsc.edu/budget/Reports/profile2013.pdf

http://planning.ucsc.edu/irps/OFFICE/cds_2012-13.pdf

http://planning.ucsc.edu/irps/StaffProfiles/PersonnelProfilePage2012.pdf

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

Scope 1 and 2 gross GHG emissions, 2005 :

39,563 *Metric Tons of CO2 Equivalent*

Off-site, institution-catalyzed carbon offsets generated, 2005:

0 *Metric Tons of CO2 Equivalent*

Third-party verified carbon offsets purchased, 2005:

0 *Metric Tons of CO2 Equivalent*

On-campus residents, 2005:

6,268

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

11,966

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

2,976

Scope 1 and 2 gross GHG emissions, performance year :

30,098 *Metric Tons of CO2 Equivalent*

Off-site, institution-catalyzed offsets generated, performance year:

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year:

0 *Metric Tons of CO2 Equivalent*

List the start and end dates of the GHG emissions performance year:

1/1/12 - 12/31/12

On-campus residents, performance year:

8,284

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

11,799

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

1,059

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):

9/30/12 - 9/29/13

Air Travel Emissions

Provisional Score	Responsible Party
0.00 / 0.25	**Christina Thomure** Climate Action Manager Sustainability Office

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:

No

A brief description of the policies and/or programs:

UCSC has no formal policies in place to reduce air travel emissions. However, UCSC tracks air miles traveled using Connexis reports from UCOP as well as an independent analysis of campus travel reports. These data are used to calculate our air travel emissions.

The website URL where information about the policies and/or programs is available:

Local Offsets Program

Provisional Score	**Responsible Party**
	Christina Thomure
0.25 / 0.25	Climate Action Manager
	Sustainability Office

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

Yes

A brief description of the program:

In 2006, UCSC students passed Measure 26, taxing themselves to buy Renewable Energy Certificates (RECs) in order to offset the climate impact of campus electricity purchases. In 2010, UCSC students changed the use of the funds through the passage of Measure 44.This created UCSC's Carbon Fund to awards grants for student and staff projects on and off-campus that reduce greenhouse gas emissions.

The website URL where information about the program is available:

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

Dining Services

Points Claimed   5.02

Points Available   8.50

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

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit	Points
Food and Beverage Purchasing	2.52 / 6.00
Trayless Dining	0.25 / 0.25
Vegan Dining	0.25 / 0.25
Trans-Fats	0.25 / 0.25
Guidelines for Franchisees	0.25 / 0.25
Pre-Consumer Food Waste Composting	0.25 / 0.25
PostConsumer Food Waste Composting	0.25 / 0.25
Food Donation	0.25 / 0.25
Recycled Content Napkins	0.25 / 0.25
Reusable Container Discounts	0.25 / 0.25
Reusable To-Go Containers	0.25 / 0.25

Food and Beverage Purchasing

Provisional Score	Responsible Party
	Clint Jeffries
2.52 / 6.00	Unit Manager
	UC Santa Cruz Dining

Criteria

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

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

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

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

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

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

21

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

At 21% of current food purchases, UCSC has met and exceeded the UC systemwide policy goal of reaching 20% sustainable food purchases by 2020. This includes all organic coffee and teas. Local organic produce, produce directly from the campus organic farm, aquaponics, local dairy, sustainable seafood, and 100% cage free eggs. Additionally, the UCSC Chancellor signed onto the "Real Food Challenge" in February 2012, agreeing to pursue a goal of 40% "Real Food" by 2020, meeting the challenge's criteria for local, sustainable, local and/or responsibly grown.

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

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

Trayless Dining

Provisional Score	Responsible Party
	Tim Galarneau
0.25 / 0.25	Farm to College Project Coordinator
	CASFS

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

Yes

A brief description of the trayless dining program:

""Trayless" dining: in 2008 the trays were removed from the dining halls, which has resulted in reducing overall waste by 35%, as well as reducing cleaning water usage by 1,000,000 gallons per year."

List the year the program was started:

Sept. 1, 2008

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

100

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

100

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

100

The percentage of conference meals served on campus that are trayless:

100

The website URL where information about the program is available:

http://www.housing.ucsc.edu/dining/sustainability.html

Vegan Dining

Provisional Score	Responsible Party
0.25 / 0.25	**Clint Jeffries** Unit Manager UC Santa Cruz Dining

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

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

Yes

A brief description of the vegan dining program:

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

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

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

Trans-Fats

Provisional Score	Responsible Party
	Clint Jeffries
0.25 / 0.25	Unit Manager
	UC Santa Cruz Dining

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

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

Yes

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

The UCSC Dining Halls make an effort to minimize trans fats by using use California Rice Oil Company for our fryers and Extra Virgin olive Oil Blend.

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

http://housing.ucsc.edu/dining/sustainability.html

Guidelines for Franchisees

Provisional Score	Responsible Party
0.25 / 0.25	**Clint Jeffries**
	Unit Manager
	UC Santa Cruz Dining

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:

Yes

A brief description of the guidelines for franchisees:

The UCSC Dining department is now 100% certified as a green business through the Monterrey Bay Green Business Program. Our Campus Sustainability plan (both current and new version) has a goal to get the non UCSC Dining operations certified as green businesses as well. In December 2012 the first of these operations was certified. We are currently working with more vendors.

The website URL where information about the guidelines is available:

http://sustainability.ucsc.edu/sites/sustainability.ucsc.edu/files/Campus%20Sustainability%20Plan%201.5%20Full%20Version.pdf

Pre-Consumer Food Waste Composting

Provisional Score	Responsible Party
0.25 / 0.25	**Clint Jeffries** Unit Manager UC Santa Cruz Dining

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

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

Yes

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

Composting: our composting partnership with Marina Waste Management helps us divert over 500 tons per year of both pre- and post-consumer food scraps from the landfill and turns it into nutrient-rich compost which is used to replenish the soil and grow more produce. Compostable paper products are used throughout our dining operations.

Graph on website contains info on the levels of pre and post consumer food waste composting.

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

100

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

100

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

100

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

100

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

http://housing.ucsc.edu/dining/sustainability.html#composting

PostConsumer Food Waste Composting

Provisional Score	Responsible Party
0.25 / 0.25	**Clint Jeffries** Unit Manager UC Santa Cruz Dining

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

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

Yes

A brief description of the postconsumer food waste composting program:

Composting
Composting: our composting partnership with Marina Waste Management helps us divert over 500 tons per year of both pre- and post-consumer food scraps from the landfill and turns it into nutrient-rich compost which is used to replenish the soil and grow more produce. Compostable paper products are used throughout our dining operations.

Graph on website contains info on the levels of pre and post consumer food waste composting.

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

99

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

100

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

60

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

100

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

http://housing.ucsc.edu/dining/sustainability.html#composting

Food Donation

Provisional Score	**Responsible Party**
	Clint Jeffries
0.25 / 0.25	Unit Manager
	UC Santa Cruz Dining

Does the institution donate leftover or surplus food?:

Yes

A brief description of the food donation program:

Before long breaks (winter and summer) Some non-perishable food is donated. However, the dining halls don't donate their daily leftovers. Through our food management system and best practices, we are able to limit waste.

The website URL where information about the food donation program is available:

Recycled Content Napkins

Provisional Score	Responsible Party
0.25 / 0.25	**Clint Jeffries** Unit Manager UC Santa Cruz Dining

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

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

Yes

A brief description of the purchasing behavior:

UCSC Dining uses 100% recycled content paper napkins. It is one of the requirements for our certification through the Monterey Bay Area Green Business Program.

The website URL where information about the purchasing is available:

http://www.montereybaygreenbusiness.org/

Reusable Container Discounts

Provisional Score	Responsible Party
0.25 / 0.25	**Clint Jeffries** Unit Manager UC Santa Cruz Dining

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

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

Yes

A brief description of the reusable mug program:

Bring your own mug to PERK Coffee Bars, buy 7 coffee drinks and your 8th drink is FREE with our Bring Your Own Mug coffee card. UC Santa Cruz has diverted over 24,000 disposable cups and bottles from the landfill.

We do offer discounts to customers who use their own mugs. We have two programs actually. One, is if you bring you own mug to get coffee at the PERK stations--after 7 purchases in their own mug they get a free drink. The other ties into the new reusable bottles we're selling. If you bring in one of Dining's reusable water bottles to one of the retail locations you get $0.50 off the price of a fountain soda. You get $0.10 off if you have a different kind of reusable water bottle.

We also have a reusable to-go container program for the dining halls.

Amount of the discount offered for using reusable mugs:

0.50

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

The website URL where information about the reusable mug discount program is available:

http://housing.ucsc.edu/dining/perk-coffee.html

Reusable To-Go Containers

Provisional Score	Responsible Party
0.25 / 0.25	**Clint Jeffries** Unit Manager UC Santa Cruz Dining

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:

Yes

A brief description of the reusable to-go container program:

UCSC Dining initiated a reusable to-go container program in 2010-2011. Please see website for details.

The website URL where information about the reusable to-go container program is available:

http://housing.ucsc.edu/dining/snack-to-go.html

Energy

Points Claimed   2.03

Points Available   16.50

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

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

Credit	Points
Building Energy Consumption	0.00 / 8.00
Clean and Renewable Energy	0.53 / 7.00
Timers for Temperature Control	0.25 / 0.25
Lighting Sensors	0.25 / 0.25
LED Lighting	0.25 / 0.25
Vending Machine Sensors	0.25 / 0.25
Energy Management System	0.25 / 0.25
Energy Metering	0.25 / 0.25

Building Energy Consumption

Provisional Score	**Responsible Party**
	Sarah Gilchrest
0.00 / 8.00	Energy Analyst
	Physical Plant

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:

2005 data is 2006 data (2005 is unavailable).

Square footage is Maintained Gross Square Footage (MGSF).

Total building energy consumption includes Cogen energy use; previous performance year report did not incorporate this load

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

Total building energy consumption, 2005:

431,358 *MMBtu*

Building space, 2005 :

5,434,555 *Gross Square Feet*

Total building energy consumption, performance year:

556,428 *MMBtu*

Building space, performance year:

5,912,360 *Gross Square Feet*

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

1/1/12 - 12/31/12

Clean and Renewable Energy

Provisional Score	**Responsible Party**
	Sarah Gilchrest
0.53 / 7.00	Energy Analyst
	Physical Plant

Criteria

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

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

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

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

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

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

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

   1 kWh = 0.003412 MMBtu

   1 MWh = 3.412 MMBtu

   1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

Submission Note:

Total energy consumed Includes all building energy consumption plus fleet vehicle energy consumption, decided to take funds to purchase RECs at invest them in onsite energy efficiency projects through the Carbon Fund

Performance year is 2012 (calendar year).

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

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

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

0 *MMBtu*

Option 2: Non-electric renewable energy generated:

0 *MMBtu*

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :

0 *MMBtu*

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:

0 *MMBtu*

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

175,301 *MMBtu*

Total energy consumed during the performance year :

582,320 *MMBtu*

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

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

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

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

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

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

A brief description of cogeneration technologies deployed:

UCSC has a 2.6 MW, dual-fueled (natural gas and diesel), internal combustion engine. This engine supplies electricity and heating for hot water to the campus core facilities; primarily research facilities with power security needs.

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

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

Timers for Temperature Control

Provisional Score	Responsible Party
	Sarah Gilchrest
0.25 / 0.25	Energy Analyst
	Physical Plant

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

Yes

A brief description of the technology used:

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

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

60

The website URL where information about the practice is available:

Lighting Sensors

Provisional Score	Responsible Party
	Sarah Gilchrest
0.25 / 0.25	Energy Analyst
	Physical Plant

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

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

Yes

A brief description of the technology used:

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

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

The percentage of building space with lighting sensors:

95

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

http://sustainability.ucsc.edu/content/green-building-visions

LED Lighting

Provisional Score	**Responsible Party**
	Sarah Gilchrest
0.25 / 0.25	Energy Analyst
	Physical Plant

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:

Yes

A brief description of the technology used:

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

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

The percentage of building space with LED lighting:

0.25

The percentage of parking deck space with LED lighting:

3

The percentage of outdoor space that uses LED lighting:

15

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

98

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

Vending Machine Sensors

Provisional Score	Responsible Party
	Sarah Gilchrest
0.25 / 0.25	Energy Analyst
	Physical Plant

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

Has the institution installed vending machine motion sensors for at least one vending machine?:

Yes

A brief description of the technology used:

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

The percentage of vending machines with sensors:

100

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

Energy Management System

Provisional Score	Responsible Party
	Sarah Gilchrest
0.25 / 0.25	Energy Analyst
	Physical Plant

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

Yes

A brief description of the management system:

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

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

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

60

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

Dormitories, dining, and classroom facilities are the types of space most commonly shut down. For a portion of our winter break, however, UCSC participates in a campus-wide shut down of all facilities other than a few emergency panels required for controlled conditions laboratory equipment (i.e., -80 degree freezers).

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

Energy Metering

Provisional Score	**Responsible Party**
	Sarah Gilchrest
0.25 / 0.25	Energy Analyst
	Physical Plant

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

Yes

A brief description of the metering system:

UC Santa Cruz monitors building level electrical and natural gas sub-metering on a monthly basis. Water monitoring for building clusters is also present across campus. For approximately 70% of the buildings, interval data (every 15 minutes) is available for electricity use, and in some cases natural gas as well. This information is accessed through a web-based tool called ION EEM, although the campus has decided to shift towards using our Tridium Niagara AX Supervisor System instead, and these meters will be migrated there in the future.

The percentage of building space with energy metering:

100

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

http://www.luciddesigngroup.com/institutional.php

Grounds

Points Claimed   1.30

Points Available   3.00

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	Points
Integrated Pest Management	0.55 / 2.00
Native Plants	0.25 / 0.25
Wildlife Habitat	0.25 / 0.25
Tree Campus USA	0.00 / 0.25
Snow and Ice Removal	Not Applicable
Landscape Waste Composting	0.25 / 0.25

Integrated Pest Management

Provisional Score	**Responsible Party**
	Roger Edberg
0.55 / 2.00	Senior Superintendent
	Grounds Services

Criteria

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

1)   Set action thresholds

2)   Monitor and identify pests

3)   Prevention

4)   Control

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

The size of the campus grounds :

2,200 *Acres*

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

600 *Acres*

A brief description of the IPM plan(s) :

The UCSC Grounds Services Division practices Integrated Pest Management (as defined by the EPA) when responding to pest problems in the landscape as well as in office and residential areas in buildings. Integrated Pest Management is a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes the risks to people, property, and the environment, are used only after careful monitoring indicates they are needed. When it is determined that the appropriate response to a pest problem involves the application of pesticides, the materials used are required to have been evaluated for use on Campus by the University Environmental Health and Safety Environmental Programs Unit. Materials on the Proposition 65 list are not used.

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

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

Native Plants

Provisional Score	Responsible Party
	Roger Edberg
0.25 / 0.25	Senior Superintendent
	Grounds Services

Does the institution prioritize the use of native plant species in landscaping?:

Yes

A brief description of the native plant program, policy, or practice:

Planting areas outside building compounds should relate to the surrounding native plant community and utilize native plants, closely related species, or, in specific and limited locations, ornamentals successfully used on campus. Selected plant species should be water efficient, requiring little or no irrigation, so as not to affect drainage and availability of water to existing native species, and to minimize water usage on campus.

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

http://www1.ucsc.edu/about/trees/planting.html

Wildlife Habitat

Provisional Score	**Responsible Party**
	Roger Edberg
0.25 / 0.25	Senior Superintendent
	Grounds Services

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:

Yes

A brief description of the wildlife habitat program, policy, or practice:

Summary of Activities and Performance

* The UCSC campus includes over 2,000 acres of land. 55% of the campus is designated in the 2005 Long-Range Development Plan (LRDP) as Campus Natural Reserve, site research area, and other land use designations that restrict development.
* The UCSC Campus Natural Reserve consists of 410 acres of natural land set aside to preserve natural communities for teaching, field research, and natural history interpretation.
* UCSC has approximately 4.8 million gross square feet (GSF) of building space.
* UCSC has undertaken a Water Efficiency Survey and is conducting a study of potential applications for recycled water systems on campus.
* UCSC has used an Integrated Pest Management (IPM) approach to control weeds, diseases, insects, and rodents on campus for approximately 15 years with success.
* The UCSC Storm Water Program is drafting a Storm Water Management Plan that outlines the best management practices to be used on campus to control erosion, minimize the potential for water pollution, and educate the changing campus population on behaviors that affect storm water quality.

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

Tree Campus USA

Provisional Score	Responsible Party
0.00 / 0.25	

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

Tree Campus USA

Snow and Ice Removal

Responsible Party

Elida Erickson
Sustainability Coordinator
Sustainability Office

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

Institution does not remove snow and ice as part of annual maintenance routines.

Landscape Waste Composting

Provisional Score	Responsible Party
0.25 / 0.25	**Roger Edberg** Senior Superintendent Grounds Services

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

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

Yes

A brief description of the composting or mulching program:

All tree crew trimmings are chipped and used on site for landscape mulch. All logs larger than we can chip are either: Stored and chipped on site by contract tub grinder and used on site or milled for lumber to be used on site.
All but 15% of turf area is mowed with mulching deck mowers.
The remaining 15% (competition soccer field) turf area is vacuumed, collected and taken to City of Santa Cruz Green Waste for composting.
10% of landscape clippings and leaves is used on site for erosion control. 90% is collected and taken to City of Santa Cruz Green Waste for composting.

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

90

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

10

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

Purchasing

Points Claimed   5.36

Points Available   7.50

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	Points
Computer Purchasing	1.60 / 2.00
Cleaning Products Purchasing	1.54 / 2.00
Office Paper Purchasing	1.22 / 2.00
Vendor Code of Conduct	1.00 / 1.00
Historically Underutilized Businesses	0.00 / 0.25
Local Businesses	0.00 / 0.25

Purchasing

Computer Purchasing

Provisional Score	Responsible Party
	Elida Erickson
1.60 / 2.00	Sustainability Coordinator
	Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

Submission Note:

Numbers do not include purchases made with a pro-card (university credit card).

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

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

Yes

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

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

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

UC Santa Cruz includes EPP training with training offered for its ecommerce tool. Any competitive bid includes gradable product and business sustainability criteria. We also have a green guide on our website as a reference and offer a greenwashing training through our online learning center.

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

790,381 *US/Canadian $*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

162,768 *US/Canadian $*

Total expenditures on desktop and laptop computers and monitors :

1,301,985 *US/Canadian $*

Cleaning Products Purchasing

Provisional Score	Responsible Party
	Kate Cunningham
1.54 / 2.00	Strategic Sourcing and Sustainability Buyer
	Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

Submission Note:
Cleaning products includes soap.

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

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

Yes

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

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

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

As of February 2014, we can report that 69% of cleaning products purchased by UC Santa Cruz janitorial services in FY 2013 is with valid 3rd party certifiers, a 4% increase over the previous year. Additionally, over 99% of janitorial paper products contain a high percentage of post consumer content.

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

Yes

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

96,196 *US/Canadian $*

Total expenditures on cleaning products :

139,369 *US/Canadian $*

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

UCSC STARS OP Credit 11 contract.pdf

Office Paper Purchasing

Provisional Score	Responsible Party
	Kate Cunningham
1.22 / 2.00	Strategic Sourcing and Sustainability Buyer
	Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

Submission Note:
Numbers based on 8.5x11 20# white copy & printer paper only.

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

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

Yes

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

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

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

UCSC Copy Services is currently using 100% PCW paper and distributing it via recharge to over 180 copiers on campus. Procurement Services Provost Sustainability Intern is creating an EPP office supply catalog to aid shoppers in choosing high PCW % office paper whenever possible. Current data indicates that overall paper purchases are down, with a decrease in 30% PCW paper and increases in both 50% and 100% PCW paper.

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

Yes

Expenditures on 10-29 percent recycled-content office paper :

0 *US/Canadian $*

Expenditures on 30-49 percent recycled-content office paper :

70,005 *US/Canadian $*

Expenditures on 50-69 percent recycled-content office paper :

4,461 *US/Canadian $*

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

0 *US/Canadian $*

Expenditures on 90-100 percent recycled-content office paper :

9,652 *US/Canadian $*

Total expenditures on office paper :

84,118 *US/Canadian $*

Vendor Code of Conduct

Provisional Score	Responsible Party
	Kate Cunningham
1.00 / 1.00	Strategic Sourcing and Sustainability Buyer
	Purchasing

Criteria

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

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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:

Yes

The website URL where the vendor code of conduct or equivalent policy is posted :

http://www.ucop.edu/ucophome/coordrev/policy/sustainable-practices-policy.pdf

A copy of the vendor code of conduct or equivalent policy:

UCSC STARS OP Credit 13.pdf

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

Competitive bids help determine a supplier's opportunities for improving environmental and social business practices. Any resulting agreement or scope of work may include mutually agreed upon performance expectations and metrics based on those opportunities.

Historically Underutilized Businesses

Provisional Score	**Responsible Party**
	Kate Cunningham
0.00 / 0.25	Strategic Sourcing and Sustainability Buyer
	Purchasing

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

Local Businesses

Provisional Score	Responsible Party
	Kate Cunningham
0.00 / 0.25	Strategic Sourcing and Sustainability Buyer
	Purchasing

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

Transportation

Points Claimed   8.03

Points Available   12.00

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	Points
Campus Fleet	0.43 / 2.00
Student Commute Modal Split	3.48 / 4.00
Employee Commute Modal Split	1.62 / 3.00
Bicycle Sharing	0.25 / 0.25
Facilities for Bicyclists	0.25 / 0.25
Bicycle and Pedestrian Plan	0.25 / 0.25
Mass Transit Programs	0.25 / 0.25
Condensed Work Week	0.00 / 0.25
Telecommuting	0.25 / 0.25
Carpool/Vanpool Matching	0.25 / 0.25
Cash-out of Parking	0.00 / 0.25
Carpool Discount	0.25 / 0.25
Local Housing	0.25 / 0.25
Prohibiting Idling	0.25 / 0.25
Car Sharing	0.25 / 0.25

Campus Fleet

Provisional Score	Responsible Party
	Theodore Diamantopoulos
0.43 / 2.00	Manager Fleet Services
	Fleet Services

Criteria

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

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

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

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

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

52

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

4

Plug-in hybrid vehicles in the institution's fleet :

0

100 percent electric vehicles in the institution's fleet :

14

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):

49

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

Total number of vehicles in the institution's fleet, including all of the above :

553

Student Commute Modal Split

Provisional Score	**Responsible Party**
	Larry Pageler
3.48 / 4.00	Director
	Transportation and Parking Service

Criteria

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

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

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

87

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

13

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

40

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

6

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

40

The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation:

1

The website URL where information about alternative transportation is available:

http://taps.ucsc.edu/

Employee Commute Modal Split

Provisional Score	Responsible Party
	Larry Pageler
1.62 / 3.00	Director
	Transportation and Parking Service

Criteria

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

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

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

54

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

46

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

13

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

20

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

19

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

2

The website URL where information about alternative transportation is available:

http://taps.ucsc.edu/

Bicycle Sharing

Provisional Score	Responsible Party
	Larry Pageler
0.25 / 0.25	Director
	Transportation and Parking Service

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

Yes

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

The UCSC Bike Library is a student-run program providing students free access to multi-gear mountain bikes on a quarterly basis. 25 bikes are currently available, with participation levels averaging between 70-80%.

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

http://sustainability.ucsc.edu/bike-library

Facilities for Bicyclists

Provisional Score	**Responsible Party**
	Larry Pageler
0.25 / 0.25	Director
	Transportation and Parking Service

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

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

Yes

A brief description of the facilities:

While several campus buildings offer shower facilities (Kerr Hall, Baskin Engineering, Communications, Barn G), a Bike Commuter Shower Program is also available at the East Field House at no cost for commuting staff and faculty. Secure interior parking is available to staff at McHenry Library. The campus also features "Bike Fixit Stations" in five on-campus locations and 24 "smart" BikeLink bike lockers in three on-campus locations (for more information visit

www.bikelink.org

).

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

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

Bicycle and Pedestrian Plan

Provisional Score	Responsible Party
	Larry Pageler
0.25 / 0.25	Director
	Transportation and Parking Service

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

Has the institution developed a bicycle plan?:

Yes

A brief description of the plan:

The UCSC Bike Plan was prepared in 2008 and adopted as an appendix to the City of Santa Cruz Bike Plan in 2009. This arrangement allows UCSC to qualify for State funding for bicycle infrastructure projects. An update of both Bike Plans was delayed by the City of Santa Cruz, and is now anticipated for review and adoption during 2014.

The website URL where information about the plan is available:

http://www.cityofsantacruz.com/modules/ShowDocument.aspx?documentid=2496

Mass Transit Programs

Provisional Score	**Responsible Party**
	Larry Pageler
0.25 / 0.25	Director
	Transportation and Parking Service

Submission Note:

This second relevant URL is: taps.ucsc.edu/ucscshuttles.html

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

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

Yes

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

UCSC established a service contract with the Santa Cruz Metropolitan Transit District (SCMTD) in 1972, providing every registered student "fare-free" transit access throughout Santa Cruz County. This "fare-free" arrangement was extended to UCSC employees in July 1989. As of 2012-13, the monthly cost of the Student Transit Fee and the Faculty/Staff Bus Pass are $37.25 and $8.75, respectively—compared with the SCMTD's Monthly Adult Bus Pass cost of $65. Additonally, Faculty/Staff Bus Passes qualify for pre-tax options when paid for through payroll deduction. SCMTD operates six transit routes to the UCSC campus from 6:25am until 12:40am weekdays, and from 7:00am until 11:40pm weekends. Headways range from every 15-minutes to every 5-minutes. Average daily school-term ridership during 2012-13 was 10,846 students and 569 faculty/staff; annual UCSC ridership on SCMTD totaled more than 2.39 million passengers.

UCSC's Transportation and Parking Services (TAPS) department operates a variety of other transit services geared toward the student community. These include: Day and Night Shuttles to accommodate intra-campus travel, late-night school-term Night Owl service between the campus and downtown Santa Cruz, a weekday Bike Shuttle, and the Disability Van Service providing paratransit service on-campus. The school-term service schedule spans weekdays from 7:25am until 1:15am, and operates weekends from 6:00pm until 2:45am. Campus Transit ridership exceeded 2.42 million passengers during 2012-13.

The website URL where information about the program is available:

http://taps.ucsc.edu/buses-shuttles/index.html

Condensed Work Week

Provisional Score	Responsible Party
	Larry Pageler
0.00 / 0.25	Director
	Transportation and Parking Service

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

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

No

A brief description of the program:

N/A

The website URL where information about the program is available:

Telecommuting

Provisional Score	**Responsible Party**
	Larry Pageler
0.25 / 0.25	Director
	Transportation and Parking Service

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

Does the institution offer a telecommute program for employees?:

Yes

A brief description of the program:

Although there are no formal telecommuting policies or procedures at UCSC, a supervisor is not precluded from entering into a formal telecommuting arrangement with a staff employee, who will telecommute on a regularly scheduled basis. It is recommended that this agreement be documented in writing, however, it is unnecessary to formally document an occasional work-at-home arrangement. A telecommuting arrangement is mutually agreed to between the supervisor and employee; an employee normally will not be required to telecommute.

The website URL where information about the program is available:

http://shr.ucsc.edu/procedures/telecommuting/index.html

Carpool/Vanpool Matching

Provisional Score	Responsible Party
	Collette Streight
0.25 / 0.25	Interim Climate Action Manager
	Physical Planning and Construction

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

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

Yes

A brief description of the program:

UCSC relies on Zimride for informal peer-to-peer ridematching, with more than 7,200 users subscribed since May 2009.

The website URL where information about the program is available:

http://zimride.ucsc.edu/

Cash-out of Parking

Provisional Score	Responsible Party
0.00 / 0.25	**Collette Streight** Interim Climate Action Manager Physical Planning and Construction

Submission Note:

Studies show that if you charge for parking, it can have basically the same effect as cash-out. At UCSC, we charge for parking.

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

Carpool Discount

Provisional Score	**Responsible Party**
	Larry Pageler
0.25 / 0.25	Director
	Transportation and Parking Service

Does the institution offer reduced parking fees for car and van poolers?:

Yes

A brief description of the program:

Carpool parking permits are discounted relative to SOV-parkers, with the cost split evenly among the carpool participants. Carpoolers also benefit from discounted daily "scratcher" permits allowing limited flexibility to "drive alone" when necessary, and also benefit from reserved parking spaces in certain high-demand parking lots. Vanpools receive free reserved parking on-campus, while vanpool participants receive up to 50 daily "scratcher" permits for occasions when they must drive alone to campus.

The website URL where information about the program is available:

http://taps.ucsc.edu/parkingpermits.html

Local Housing

Provisional Score	Responsible Party
0.25 / 0.25	**Larry Pageler** Director Transportation and Parking Service

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

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

Yes

A brief description of the incentives or programs:

177 units of on-campus housing is available for faculty and staff at Ranch View Terrace, Hagar Court Apartments, Cardiff Terrace, and Laureate Court.

The website URL where information about the incentives or programs is available:

http://housing.ucsc.edu/employee-housing/index.html

Prohibiting Idling

Provisional Score	**Responsible Party**
	Larry Pageler
0.25 / 0.25	Director
	Transportation and Parking Service

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

Has the institution adopted a policy prohibiting idling?:

Yes

A brief description of the policy:

Prohibited among Campus Transit fleet.

The website URL where information about the policy is available:

Car Sharing

Provisional Score	Responsible Party
	Larry Pageler
0.25 / 0.25	Director
	Transportation and Parking Service

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

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

Yes

A brief description of the program:

UCSC contracted with Zipcar in September 2007 and now has nine cars located on-campus and nine more in the Santa Cruz community.

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

http://taps.ucsc.edu/zipcarucsc.html

Waste

Points Claimed   7.21

Points Available   12.50

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	Points
Waste Reduction	1.09 / 5.00
Waste Diversion	1.87 / 3.00
Construction and Demolition Waste Diversion	1.00 / 1.00
Electronic Waste Recycling Program	1.00 / 1.00
Hazardous Waste Management	1.00 / 1.00
Materials Exchange	0.25 / 0.25
Limiting Printing	0.25 / 0.25
Materials Online	0.25 / 0.25
Chemical Reuse Inventory	0.00 / 0.25
Move-In Waste Reduction	0.25 / 0.25
Move-Out Waste Reduction	0.25 / 0.25

Waste Reduction

Provisional Score	Responsible Party
	Elida Erickson
1.09 / 5.00	Sustainability Coordinator
	Sustainability Office

Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program,* and *OP Credit 21: Hazardous Materials Management.*

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

Weight of materials recycled, 2005 baseline year :

1,096 *Tons*

Weight of materials composted, 2005 baseline year :

0 *Tons*

Weight of materials disposed as garbage, 2005 baseline year :

2,756 *Tons*

Weight of materials recycled, performance year :

1,691.08 *Tons*

Weight of materials composted, performance year :

562 *Tons*

Weight of materials disposed as garbage, performance year :

1,369 *Tons*

List the start and end dates of the waste reduction performance year:

July 2012-July 2013

On-campus residents, 2005:

6,268

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

11,966

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

2,976

On-campus residents, performance year:

8,284

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

11,799

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

1,059

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

Sept. 30, 2012 - Sept. 29, 2013

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

Yes

A brief description of the plan of action to achieve waste reduction goals:

UC Office of the President has set a policy goal for all 10 UC campuses to achieve Zero Waste by the year 2020, which is currently defined as achieving 95% landfill waste diversion.

According to the most recent campus-wide waste assessment conducted in October 2011, over 1/3 of the campus' landfill waste is made up of compostable organics and food scraps. In order to reach Zero Waste, UCSC plans to focus on operational infrastructure improvements on increasing compost options, as well as educating campus users about waste reduction practices.

The website URL where information about the institution's waste reduction initiatives is available:

http://sustainability.ucsc.edu/

Waste Diversion

Provisional Score	Responsible Party

<center>

Elida Erickson
Sustainability Coordinator
Sustainability Office

1.87 / 3.00
</center>

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program,* and *OP Credit 21: Hazardous Materials Management.*

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

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

2,253.08 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1,369 *Tons*

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

A significant impact on UCSC's diversion rate is made through the campus' robust composting program. All five campus dining halls compost both pre- and post-consumer food waste, resulting in 562 tons alone of diverted material. Grounds Services hauls all of the campus' composting and collects a wide variety of eligible materials for recycling, including glass, plastics, aluminum, cardboard, and a variety of paper grades.

Construction and Demolition Waste Diversion

Provisional Score	Responsible Party
	Elida Erickson
1.00 / 1.00	Sustainability Coordinator
	Sustainability Office

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

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

1,146.73 *Tons*

Amount of construction and demolition materials landfilled or incinerated :

4.84 *Tons*

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

Campus construction or renovation projects involve generation of large amounts of concrete, wood, and metal waste. Much of this can be recycled or reused elsewhere, but the necessary sorting is not always done by contractors. Campus practice currently requires contractors on major construction projects to develop and implement a waste management plan, recycling and/or salvaging at least 50% of construction, demolition, and land-clearing waste. UCSC Grounds Services now picks up roll-off containers from most construction sites and, in the process, encourages separation of materials to allow recycling and tracking of the campus waste stream. Pickup through Grounds is not a campus standard and disposal of construction and demolition waste is sometimes handled by private vendors that have not been required to collect and submit their waste stream data.

Electronic Waste Recycling Program

Provisional Score	**Responsible Party**
	Elida Erickson
1.00 / 1.00	Sustainability Coordinator
	Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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

The UCSC Environmental Health & Safety Dept. website has information on what constitutes hazardous waste as well as instructions for pick up and disposal. The website also contains safety guidelines for handling the waste.

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

Summary: Receiving Services is the UCSC campus-designated outlet for the disposal of consumer electronics devices (CEDs).Examples of CEDs to be Handled by Surplus Operations

Computers, Monitors, Scanners, Printers, Keyboards, Mice, Battery backups, Cables, Circuit Boards,Microwaves, Lamps, Clocks, Flashlights, Calculators, Phones, Coffee Makers, Typewriters, etc.

All sales of surplus University owned property must be administered by Surplus Operations. When a department determines that it has no further use for University owned property, the manager, equipment custodian or authorized person initiates steps to dispose of it. Departments are strictly prohibited from gifting or selling surplus materials directly to UCSC faculty, staff, students, and other individuals. The Surplus Administrator has been delegated the authority to "determine whether an item has no further value to the organization and can be disposed of as excess material." The Surplus Administrator then determines the best method of disposal.

These standards are designed to ensure the efficient utilization of property, maximize the property's residual value, maintain financial accountability and reporting accuracy, ensure compliance with safety/environmental laws and regulations, and minimize risk exposure to UCSC.

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

Students who live on campus can dispose of your electronic waste easily and conveniently by creating an online "Fix It Ticket" through the maintenance department. Additional information on disposal / recycling of e-waste and other regulated items can be found in all college mail rooms, Graduate Student Housing Mail room and the Village Laundry Community room. Multibins are blue cabinets built to collect batteries, small electronics, printer cartridges, and CDs. They are located in every college mail room.

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

http://ehs.ucsc.edu/programs/waste-management/recycling-disposal/index.html

Hazardous Waste Management

Provisional Score	Responsible Party
1.00 / 1.00	**Elida Erickson** Sustainability Coordinator Sustainability Office

Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Waste Minimization is reduction in the quantity of hazardous wastes achieved through a conscientious application of innovative or alternative procedures. Simple adjustments to a process producing wastes (e.g. a teaching lab experiment, a vehicle cleaning operation, etc.) may be the only requirement to achieve some results. However, looking at the broader picture in the University environment, it is often difficult to recognize waste reductions due to the complex and changing growth patterns within the campus community. Reductions are often offset by increased staff and student growth and/or building construction.

Waste Minimization Suggestions - available online at

http://ehs.ucsc.edu/programs/waste-management/waste-minimization.html

* Substitute less hazardous chemicals or ingredients for ones you are using now. This database provides information on alternatives to hazardous chemicals or processes. This is an MIT-developed tool made possible by an EPA People, Planet, and Prosperity grant. Information is subject to change.
* Order only the chemicals needed for the short term. You will spend more to dispose of larger amounts of unused chemicals than you will save by purchasing large orders to get quantity discounts.
* If you're dealing with common household chemicals, call the County Hotline for the latest updates on recommended and available substitutes.
* Test your ideas on the smallest scale practical to minimize disposal costs.
* Keep your wastes segregated by compatibility and type; avoid cross contamination as much as possible.

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

UCSC offers pick up of disposable waste and chemicals. Instructions on safe ways of disposal can be found on the website. Hazardous waste materials are submitted for pickup in the online database picked up within one week.

To protect human health and the environment, hazardous wastes are strictly regulated. Failure to comply with hazardous waste regulations can result in significant criminal and civil penalties (such as fines of up to $25,000/day/violation) for the University and/or the perpetrator. Therefore, proper handling and identification of hazardous wastes is imperative. Only properly trained EH&S employees are qualified to handle hazardous wastes.

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

http://ehs.ucsc.edu/programs/waste-management/waste-minimization.html

Materials Exchange

Provisional Score	Responsible Party
0.25 / 0.25	**Elida Erickson** Sustainability Coordinator Sustainability Office

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

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

Yes

A brief description of the program:

The UCSC Receiving Services - Surplus Store resells used office supplies, furniture and other goods. The Surplus Store receives unwanted items and sells them as-is for reuse both within the campus as well as to the greater Santa Cruz community.

The website URL where information about the program is available:

http://www1.ucsc.edu/matman/surplus.html

Limiting Printing

Provisional Score	**Responsible Party**
	Elida Erickson
0.25 / 0.25	Sustainability Coordinator
	Sustainability Office

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

Yes

A brief description of how printing is limited:

UCSC does not offer free printing in any of the computer labs or libraries.

Access to printing in Learning Technologies computer labs is automatically available to current UCSC students. Charges are automatically billed directly to students' UCSC accounts and will appear in their university bill (via student portal); no cards or cash are needed to print.

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

http://its.ucsc.edu/computer-labs/printing/

Materials Online

Provisional Score	**Responsible Party**
	Elida Erickson
0.25 / 0.25	Sustainability Coordinator
	Sustainability Office

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

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

Yes

A brief description of the practice:

MyUCSC is UCSC's online academic information portal for students, faculty, and staff. Students use MyUCSC to enroll in classes, check their grades, view their financial aid and billing accounts, and update their personal information. Faculty can view and print their class rosters, email their classes, and post grades in MyUCSC. Staff use MyUCSC to view and update student information.

The website URL where information about the practice is available:

http://its.ucsc.edu/service_catalog/myucsc/

Chemical Reuse Inventory

Provisional Score	**Responsible Party**
0.00 / 0.25	

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

Chemical Reuse Inventory

Move-In Waste Reduction

Provisional Score	Responsible Party
	Elida Erickson
0.25 / 0.25	Sustainability Coordinator
	Sustainability Office

Submission Note:

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

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

Yes

A brief description of the program:

A comprehensive campus-wide waste reduction effort is organized during Fall residence hall move-in. Following pilot programs in Fall 2008 and 2009, the effort expanded to the entire campus in Fall 2010. Each residential quad has 2-3 temporary collection stations (called "Cardboard Corrals") set up during move-in, throughout the days leading up to official campus move-in days and several days following. At the stations on the busiest move-in days, student volunteers help educate students and families as well as separate recyclable materials from packaging waste. Materials recycled during move-in waste reduction efforts during Fall 2011 move-in included 38,840 lbs. cardboard, 60 cubic yards of polystyrene packaging, and 960 lbs. of recyclable plastic films.

The website URL where information about the program is available:

Move-Out Waste Reduction

Provisional Score	**Responsible Party**
	Elida Erickson
0.25 / 0.25	Sustainability Coordinator
	Sustainability Office

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

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

Yes

A brief description of the program:

For the last six years we have had a move out waste reduction program that starts with late Fall Quarter education, late Spring Quarter swap events as well as containers available for donations during finals week (provided by Goodwill, Hope Services, 2nd Harvest Food Back and University bins for items sent to Homeless Services). Throughout Spring Quarter residents are encouraged to take items home early, recycle extra items early and when they are done with finals - take the rest home.

The website URL where information about the program is available:

http://housing.ucsc.edu/move-out/

Water

Points Claimed   10.00

Points Available   10.25

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

Credit	Points
Water Consumption	7.00 / 7.00
Stormwater Management	2.00 / 2.00
Waterless Urinals	0.25 / 0.25
Building Water Metering	0.25 / 0.25
Non-Potable Water Usage	0.00 / 0.25
Xeriscaping	0.25 / 0.25
Weather-Informed Irrigation	0.25 / 0.25

Water Consumption

Provisional Score	Responsible Party
	Elida Erickson
7.00 / 7.00	Sustainability Coordinator
	Sustainability Office

Criteria

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

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

Submission Note:

The baseline period for UCSC tracks the annual average over three years from July 2002-June 2005.

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

Water consumption, 2005 baseline year:

206,700,000 *Gallons*

Water consumption, performance year :

149,732,083.67 *Gallons*

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

1/01/2012 - 12/31/2012

On-campus residents, 2005:

6,268

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

11,966

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

2,976

On-campus residents, performance year:

8,284

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

11,799

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

1,059

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):

9/30/2012 - 9/29/2013

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

Yes

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

UCSC has a Campus Sustainability Plan, which includes campus-wide goals for sustainability in a variety of areas, including water. The section devoted to this is under "Water" in the link below, and identifies UCSC's main goals and commitments related to our water consumption.

The current draft is being updated and re-written this year, and will continue to be updated on a 3-year cycle.

The website URL where information about the institution's water conservation initiatives is available:

http://sustainability.ucsc.edu/topics/files/CSP%202013-16%20Water.pdf

Stormwater Management

Provisional Score	Responsible Party
	Sarah Gilchrest
2.00 / 2.00	Energy Analyst
	Physical Plant

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

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

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

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

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes

A brief description of the institution's stormwater management initiatives:

Protection of water quality is mandated by the federal Clean Water Act, the state Porter-Cologne Water Quality Control Act, and other federal, state, and local laws, regulations, and ordinances.There are several regulatory documents detailing requirements specific to the campus. The most extensive of these is the campus Storm Water Management Plan. The UCSC Storm Water Management Plan details a wide range of specific activities to:
• educate the campus community regarding the role of storm water and how to reduce negative impacts on storm water runoff
• involve the campus public in storm water protection activities
• prevent unhealthy and illegal discharges
• manage storm water on construction sites
• design storm water protections into campus development and redevelopment
• protect storm water quality during campus operations and maintenance activities such as landscape maintenance, building maintenance, food facility operations, and university owned vehicle maintenance and washing.

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

http://cleanwater.ucsc.edu/

Does the institution have a living or vegetated roof?:

No

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

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

Yes. UCSC installed pervious concrete parking stalls as part of the Biomedical Building completed in 2012. We also have many areas around Campus that utilize pervious pavers. See the pervious pavement video on the

cleanwater.ucsc.edu

website.

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

UCSC has many detention ponds. One of the newest detention ponds, located near Kerr Hall, was completed in 2012. See a photo on the

cleanwater.ucsc.edu

website under the ABOUT link.

Does the institution have stone swales?:

Yes

A brief description of the institution's stone swales:

Yes, UCSC has many rock swales and step pools. We use the swales and step pools all over Campus to slow storm water flow, filter, and encourage infiltration. You can see some examples under Gallery on the

cleanwater.ucsc.edu

website.

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:

On the main Campus we have Biofiltration ponds at the Cowell Student Health Center that were installed in 2011. At the Marine Science Campus we have vegetated swales/biofiltration areas located in the parking areas. The most recent one was installed in the Music Center detention basin in 2012.

Does the institution employ any other technologies or strategies for stormwater management?:

Yes

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

UCSC has a Low Impact Development (LID) Checklist required to be completed by all capital projects increasing impervious surface. One LID technique we use on all projects is to disconnect stormwater flows allowing the water to infiltrate into the surrounding landscape whenever possible. UCSC uses level spreaders at many locations to slow the rate of discharge and return the flow to sheet flow. This slower flow allows the surrounding environment to infiltrate the storm water. We have a tree box unit installed at the Biomedical building. It is designed to capture runoff from the loading dock and filter any pollutants before the stormwater is discharged. Campus Standard is insure the post-construction flow rate will not cause excessive erosion. One threshold for excessive erosion is discharge at 20 percent of the 2 year storm. We also have Campus Standards for stormwater volume reduction.

Waterless Urinals

Provisional Score	Responsible Party
0.25 / 0.25	**Sarah Gilchrest** Energy Analyst Physical Plant

Does the institution use at least one waterless urinal?:

Yes

A brief description of the technology employed:

Waterless urinals are used in the Cowell Health Center (LEED-NC Certified), and in the Engineering 2 buildings on campus.

The website URL where information about the technology is available:

Building Water Metering

Provisional Score	**Responsible Party**
	Sarah Gilchrest
0.25 / 0.25	Energy Analyst
	Physical Plant

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

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

Yes

A brief description of the water metering employed:

95% of buildings on campus has individual water metering. The other 5% of buildings are metered in a group.

The percentage of building space with water metering:

100

The website URL where information about the practice is available:

Non-Potable Water Usage

Provisional Score	**Responsible Party**
	Sarah Gilchrest
0.00 / 0.25	Energy Analyst
	Physical Plant

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

Xeriscaping

Provisional Score	**Responsible Party**
	Roger Edberg
0.25 / 0.25	Senior Superintendent
	Grounds Services

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

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

Yes

A brief description of the program or practice:

UCSC has incorporated these practices into the campus planning standards, excerpted here. Visit the URL for full document.

General Planting Selection:
a. Planting areas outside building compounds should relate to the surrounding native
plant community and utilize native plants, closely related species, or, in specific and
limited locations, ornamentals successfully used on campus.
b. Planting areas within building compounds should respond to the uses and functions
of the buildings and spaces: providing sunny seating areas, shady resting areas,
colorful entries, and screening or buffers when necessary. Plant sizes should be chosen to assure long term adaptability to specific site
locations.
c. Ground covers and vegetation shall be designed to minimize erosion.

3. Water Usage:
Selected plant species should be water efficient, requiring little or no irrigation, so as not to affect drainage and availability of water to
existing native species, and to minimize water usage on campus.
4. Maintenance:
Plant materials should be selected for ease of maintenance so as not to require
substantial pruning, leaf and litter collection,or pest control. Avoid large deciduous trees
in interior courtyards that require substantial leaf collection.
5. Invasive plantings of non-native species should be avoided, to protect the natural floral diversity.
6. Fire Resistant Planting should be chosen in
areas of high fire hazard such as within the
chaparral plant community.
7. Deer Resistant Planting required
8. Lawn Areas:
a. Minimize lawn areas to conserve water usage on campus within a new building
complex. (General lawn areas are to be specified according to each particular
project program requirements.) When lawn areas are provided, provide a few larger
areas of lawn, as opposed to many smaller patches of lawn, in order to minimize
maintenance costs.

b. In layout of lawn areas and other specialized landscape areas, consider the ease of

lawn mower or other maintenance equipment access to such areas.

9.

The Appendices contain a list of native plants, non-native plants, and grass mixes that

have been observed to do well on campus. Deviations from this list must be submitted for approval.

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

http://ppc.ucsc.edu/standards/p3/

Weather-Informed Irrigation

Provisional Score	**Responsible Party**
	Sarah Gilchrest
0.25 / 0.25	Energy Analyst
	Physical Plant

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

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

Yes

A brief description of how weather data or sensors are used:

UCSC uses a computer-based enviro-transpiration (ET) system which determines irrigation amounts based on forecast, humidity, and vegetation type throughout campus.

The website URL where information about the practice is available:

Planning, Administration & Engagement

Coordination and Planning

Points Claimed 18.00

Points Available 18.00

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

Credit	Points
Sustainability Coordination	3.00 / 3.00
Strategic Plan	6.00 / 6.00
Physical Campus Plan	4.00 / 4.00
Sustainability Plan	3.00 / 3.00
Climate Action Plan	2.00 / 2.00

Sustainability Coordination

Provisional Score	Responsible Party
	Lacey Raak
3.00 / 3.00	Sustainability Director
	PPC

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

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

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

Does the institution have a sustainability committee?:

Yes

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

Executive Committee on Sustainability
(2013 Charge)

The Chancellor's Executive Committee on Sustainability and Climate Change (ECS) provides a forum for the Chancellor and Campus Provost/Executive Vice Chancellor (CP/EVC) to solicit advice and recommendations from senior campus leadership on implementation of policies and initiatives to integrate sustainability into instruction, research, public service, and campus life. On an annual basis, ECS synthesizes and monitors progress related to campus sustainability goals, commitments, and regulatory requirements. ECS advises the Chancellor and CP/EVC on ways to advance environmental quality within the context of economic viability, and social equity by incorporating sustainability campus-wide through organizational, operational, and behavioral transformation.

Areas of Focus: (Key Issues to be determined annually)
• Communicate a coordinated, and compelling vision to integrate sustainability as a deeply held value and a campus priority at UCSC, serving as a body for counsel and advocacy;
• Review and recommend implementation strategies, priorities, and new policies to help the campus meet its sustainability goals;
• Monitor and evaluate progress towards sustainability and climate goals in relation to regulatory requirements, UC policies, and campus objectives;
• Review and assess organizational structures, funding, accounting models, and other procedures, within the context of competing campus priorities;
• Advance strategies to encourage and stimulate a culture of cross-departmental engagement and collaboration to achieve sustainable outcomes;
• Support and celebrate the broad spectrum of faculty, staff, and student sustainability and climate initiatives.

Members of the committee, including affiliations:

Advisory to: Chancellor and Executive Vice Chancellor
Membership:
staff: Sustainability Director
Co-Chair: VP, Academic Affairs
Co-Chair: VC, University Relations
Academic Deans Representative
Academic Senate Representative Environmental Studies Representative
Associate Chancellor
College Provost
VC, Planning and Budget
VC, Business and Administrative Services
AVC/Dean of Students
AVC, Colleges Housing & Educational Services
AVC Physical Planning and Const/Campus Architect
Graduate Student Association Reps (2)
Student Union Assembly Rep (1)
Student Environmental Center Rep (1)
Provost's sustainability internship Program or Chancellor's Undergraduate Internship Reps (2)

The website URL where information about the sustainability committee is available:

http://sustainability.ucsc.edu/governance/committees/executive

Does the institution have a sustainability office?:

Yes

A brief description of the sustainability office:

Creating a Culture of Sustainability
The Sustainability Office fosters a culture of sustainability at UCSC by actively engaging students, staff, faculty and community members through education, leadership development, institutional change and behavioral transformation. As a campus resource, the Sustainability Office provides information, tools, policy advice and facilitation for key sustainability plans and policies.

Goals of the UC Santa Cruz Sustainability Office
Institutionalize sustainability. Work proactively to integrate into the core responsibilities and daily activities of faculty, students, and staff.

Improve Environmental Performance / Manage the Campus Sustainability Plan. The Sustainability Office facilitated the drafting of UCSC's first Campus Sustainability Plan and continues to support the campus to refine, track, and implement goals and benchmarks for campus sustainability.

Create centralized communication, coordination, outreach, and education. Create a central space for coordination of campus sustainability activities and educational initiatives.

Reduce Greenhouse Gases and Plan for Climate Action. Work with faculty leadership, facilities staff, and administrators to finalize our Climate Action Plan.

Integrate sustainability into the classroom. Build bridges between operations and teaching and research to establish UCSC as a living, learning laboratory in which students can learn and apply sustainability principles and techniques.

The number of people employed in the sustainability office:

4.50

The website URL where information about the sustainability office is available:

http://sustainability.ucsc.edu/

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Lacey Raak

Sustainability coordinator's position title:

Sustainability Director

A brief description of the sustainability coordinator's position:

Under the general direction of the Director of Campus Planning, the incumbent manages the activities and budget of the Campus Sustainability Office, which has primary responsibility for fostering a culture of sustainability on campus; identifying, coordinating and serving as a catalyst for units and individuals who are implementing sustainability programs; and engaging with institutional leaders to foster sustainability broadly across campus units. The incumbent serves as a sustainability liaison for the campus with the Office of the President other UC campuses, local government, and community organizations. The incumbent serves as a campus spokesperson on sustainability issues. The incumbent will work in a collaborative manner to develop productive relationships with campus and external constituencies in order to fill above job responsibilities. May direct the work of one or more staff members, student interns, student employees, volunteers, and/or consultants as a means of fulfilling these responsibilities.

The website URL where information about the sustainability coordinator is available:

http://sustainability.ucsc.edu/

Strategic Plan

Provisional Score	Responsible Party
	Lacey Raak
6.00 / 6.00	Sustainability Director
	PPC

Criteria

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

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

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

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

Year the strategic plan or equivalent was completed or adopted:

2,008

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

Yes

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

page 8 ACADEMIC VISION AND DIRECTIONS
"Six Themes for the Future...Theme 2: Evolving Environments, Science and Policy: Environmental change and scientific policy, explore the earth as a planetary model, study deep space, and much more"

Considering the environment in the current age of globalization
Transnationalism and Globalization

Page 14..."The dual processes of globalization and transnationalism will shape the future of the world. Globalization entails the increasing connectedness in the economic markets throughout the world, the common and linked environmental factors that affect and are affected by human habitation of the planet, the spread of language and culture, and the standardization of political expectations in terms of human rights, labor regulations, freedom of
the press and of expression. The initial presumption that globalization would center on western traditions has quickly given way to an understanding of multiple globalizations. Transnationalism, in its broader definition, is similar to globalization but can also be defined more closely as interactions across one or more national borders. Whereas globalization can be said to emphasize homogenization across expanses, transnational emphasizes the duality or multiplicity of existences as events occur in different political, economic and cultural

settings across the boundaries imposed by nation-states. This theme already shows strong investment and established strength on campus, particularly in the social and environmental consequences and the modes by which these dual processes operate, the effects of migration on social and economic stability and advancement, and in the consequences of technological changes in communication and media distribution."

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

Yes

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

From the Strategic Academic Plan

page 8 ACADEMIC VISION AND DIRECTIONS
"Six Themes for the Future..Theme 5: Technological Development and Societal
Impacts: Pushing technological advancement ever forward, while exploring the ramifications for society, environment, ethics, social justice and nationhood

page 9-10 "Evolving Environments, Science and Policy: An existing strength of the campus is in the area of environmental studies, sciences and We can further promote cross-cutting themes in the area of environment and public policy along the lines of coastal policy and climate change. Evidence of this blending is seen with the renewed interest in a program on coastal/marine policy. In addition, the Center for Justice, Tolerance and Community conducts
research into environmental degradation and social justice. Possible development of a professional school is under consideration."

Page 13 Technological Development and Societal Impacts
Technological Development and Societal Impacts is a broad umbrella that covers a number of programs in Engineering and Physical and Biological Sciences. It incorporates the cutting edge developments in info-, nano-
and biotechnology proposed by Engineering. However, this cluster also includes the basic science research underlying this production and how, in Humanities, Arts and Social Sciences, these advances in technology have ramifications for society, environment, ethical considerations, the human interface with technology, social justice, and nationhood.

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

Yes

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

page 21

page 3 Finally, it is critical that we align academic and budgetary processes and priorities by planning within the frame of current and anticipated resources.

Divisional Goals: The Social Sciences plan reiterates the goal of extending the boundaries of knowledge in both traditional and new social science fields conducted through interdisciplinary and disciplinary lines of inquiry with a major focus on the study of human relationships in society. As social, economic, political and technological changes transform global society, UCSC social scientists inquiry ranges broadly from racism, economic inequity,

educational reform, environmental degradation, international trade and finance, and how the human mind works.

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

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

Physical Campus Plan

Provisional Score	**Responsible Party**
	Lacey Raak
4.00 / 4.00	Sustainability Director
	PPC

Criteria

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

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

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

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

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

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

Yes

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

From Long Range Development Plan
Section 4 Physical Planning Principles and Guidelines

Sustainability refers to principles of physical development, institutional operation, and organizational efficiency that meet the needs of present users without compromising the ability of future users to meet their needs particularly with regard to the use of natural resources.

Promote Sustainable Practices in Campus Development.
The campus will strive to balance concentrated development with sensitivity to the natural environment and will explore site design options that meet current needs without foreclosing future options. To the extent possible, buildings will incorporate flexibility to be adapted for other program uses in the future.

Promote sustainable practices in campus operations.
The campus will continue to promote and explore sustainable practices including recycling, energy conservation, alternatives to single-occupant-vehicle transportation, and water conservation, among others.

Encourage broad based sustainability initiatives
The campus will continue to develop campuswide sustainability awareness through education and outreach programs. The campus will work to form partnerships with the City of Santa Cruz, the County of Santa Cruz, and other communities to identify shared strategies that

address common goals.

The year the physical campus plan was developed or adopted:

2,005

The website URL where the physical campus plan is available:

http://lrdp.ucsc.edu/draft2005lrdp/2005LRDP(Principles,1-27-05draft).pdf

Sustainability Plan

Provisional Score	**Responsible Party**
	Lacey Raak
3.00 / 3.00	Sustainability Director
	PPC

Criteria

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

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

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

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

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

Yes

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

9 working groups comprised of primarily of staff, but with involvement from students and faculty developed goals and objectives around nine sustainability topics. Each working group reviewed progress on previous goals and objectives and then expanded them to reflect the ever-evolving progress of campus sustainability. Following the development of goals by the working groups, the Committee on Sustainability and Stewardship reviewed the goals as well as the Chancellor's Executive Committee on Sustainability and Climate change.

A brief description of the plan's measurable goals :

Goals and Objectives for the Campus Sustainability Plan 2.o are available here:

http://sustainability.ucsc.edu/plans-reports/campus-sustainability-plan

... and described below by section:

Awareness, Education and Engagement
1. Expand knowledge of and engagement in sustainable practices on campus.
2. Promote and support sustainability work- ing groups in implementation of their education and outreach objectives.

3. Promote and support sustainability research and teaching.

Buildings & Facilities

1. Increase percentage of developed campus area that is built, operated, and maintained according to sustainable practices.

2. Research and explore new and emerging technologies and/or policies to increase sustainable performance in existing and new campus facilities

3. Increase awareness of and engagement in sustainability activities related to facili- ties construction and operations.

Energy & Greenhouse Gases Reduce greenhouse gas (GHG)

1. Collaborate with internal and external stakeholders to reduce the campus carbon footprint through education and behavior change programs.

2. Reduce GHG emissions and overall energy consumption through energy efficiency, cleaner energy supply, and technology.

3. Build staff and fiscal capacity to effec- tively implement energy initiatives.

Food

1. Increase the proportion of real food in all campus food locations.

2. Increase environmental best management practices for contract service vendors.

3. Work towards zero waste in all campus food locations by reducing overall food waste, increasing diversion, and achieving greater savings.

4. Provide resources and opportunities for the campus community to increase understand- ing and engage sustainable agriculture and food systems.

Land, Habitat, Watershed

1. Increase student, faculty and staff en- gagement on campus natural lands through research, stewardship, and informal and formal learning.

2. Support public safety and protect sensitive species and habitats on the UCSC cam- pus by engaging effective and proactive stewardship and maintenance practices for campus natural lands.

3. Increase campus and broader community appreciation and understanding of cam- pus natural lands through development of outreach programs focused on stewardship, citizen science research, and environmental education.

Procurement & Business Contracts

1.Increase the number of Environmentally Preferred Products (EPP) the campus purchases.

2. Educate the campus community through effective outreach and collaboration to institutionalize sustainable procurement practices.

3. Engage suppliers to develop strategies that promote sustainable procurement practices within the supply chain and measure those suppliers to agreed standards.

Transportation

1. Reduce UCSC-related transportation impacts and associated GHG emissions including fleet fuel use, air travel, commute, service/delivery and electric vehicle (EV) charging stations.

2. Promote and increase use of non-Single Occupancy Vehicle (SOV) transportation modes for travel to and from campus.

3. Promote and increase reliance on human- powered transportation modes for on- campus travel.

4. Research, develop, and test new fund- ing model and sources for transportation services, programs, and infrastructure that support the campus sustainability vision.

5. Provide opportunities for the campus com- munity to increase understanding and en- gage in sustainable transportation activities.

Waste & Recycling

1. Develop and implement campus-wide edu- cation, outreach and behavioral change ini- tiatives to improve waste reduction practices among UCSC community members.

Water

2. Identify and pursue opportunities for opera- tional infrastructure improvements that will increase waste diversion.

Water

1. Research, identify, and apply new tech- nologies and improvements that reduce campus water consumption and/or increase efficiency.

2. Implement ongoing student-directed effec- tive educational campaigns to effect behav- ioral change and reduce water consumption.

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

Each of the nine topic areas in the CSP 2013-2016 (awareness, education and engagement, food, water, land, buildings, energy, transportation, procurement, waste) identify at least 2 metrics that can be collected to show progress on the goals and objectives. Those metrics are monitored annually (or more) and reported in the Annual Sustainability Report and reported to the UC Office of the President.

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

http://sustainability.ucsc.edu/plans-reports/campus-sustainability-plan

The year the plan was developed or last updated:

Climate Action Plan

Provisional Score	Responsible Party
	Lacey Raak
2.00 / 2.00	Sustainability Director
	PPC

Criteria

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

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

Submission Note:

UCSC has hired a Climate Action Manager and will be updating its Climate Action Plan in 2014 as well as developing an integrated climates and energy strategy.

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

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

Yes

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

UC Santa Cruz complies with the University of California Office of the President's system wide carbon reduction goals.

The University of California is a leader in the effort to combat global warming. UC has committed to reduce its greenhouse gas emissions to 2000 levels by 2014 and to 1990 levels by 2020, and to achieving carbon neutrality as soon as possible.

UC is also a founding signatory of the American College and University President's Climate Commitment, a broad effort by the nation's higher education institutions to address global warming by tracking, reporting, and reducing their greenhouse gas emissions and by accelerating research and educational efforts to equip society to re-stabilize the earth's climate.

A brief summary of the climate plan's short-term goals:

Sustainability Plan Short Term Goals for energy and greenhouse gases:

• Reduce GHGs to 2000 levels (by 2014)

• Strive to generate at least 1 MW of on-site renewable energy

Year the climate plan was formally adopted or approved:

2,011

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:

Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:

1,2 and 3

The reduction level (percentage) institution has committed to:

2000 levels by 2014 and 1990 levels by 2020

The baseline year the institution used in its GHG emissions commitment:

Jan. 1, 2007

The baseline emissions level institution used in its GHG emissions commitment:

77,630 MTCO2e

The target year the institution specified in its GHG emissions commitment :

Jan. 1, 2014

The website URL where information about the climate plan is available:

http://sustainability.ucsc.edu/plans-reports/climate-action-plan

Diversity and Affordability

Points Claimed 13.75

Points Available 13.75

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Measuring Campus Diversity Culture	2.00 / 2.00
Support Programs for Underrepresented Groups	2.00 / 2.00
Support Programs for Future Faculty	4.00 / 4.00
Affordability and Access Programs	3.00 / 3.00
Gender Neutral Housing	0.25 / 0.25
Employee Training Opportunities	0.25 / 0.25
Student Training Opportunities	0.25 / 0.25

Diversity and Equity Coordination

Provisional Score	Responsible Party
2.00 / 2.00	**Elida Erickson** Sustainability Coordinator Sustainability Office

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

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

The Committee on Affirmative Action and Diversity (CAAD) studies and makes recommendations on affirmative action policy and campus diversity. CAAD is especially concerned with diversity for academic personnel and academic programs. CAAD studies and advises on issues of faculty mentoring and retention and campus climate, working closely with campus diversity officers. CAAD also reviews departmental requests for waivers of open recruitment/spousal hires and "target of excellence" hires. CAAD meets every other week.

Members of the committee, including job titles and affiliations :

Ashish Sahni
Associate Chancellor
Campus Diversity Officer—Staff and Students
Director, Equal Employment Opportunity/Affirmative Action
Phone: (831) 459-4380
E-mail:

ashish@ucsc.edu

Herbie Lee
Professor of Applied Mathematics and Statistics
Vice Provost for Academic Affairs
Campus Diversity Officer—Faculty
Phone: (831) 459-2351

E-mail:

vpaa@ucsc.edu

Staff
Ciel Benedetto
Assistant Director, Equal Employment Opportunity
Phone: (831) 459-3676
E-mail:

cbene@ucsc.edu

Kim Van Le
Data/Budget Analyst & Affirmative Action Specialist
Phone: (831) 459-2686
E-mail:

kle11@ucsc.edu

Sheree Marlow
Assistant Campus Diversity Officer
Phone: (831) 459-1758
E-mail:

smarlowe@ucsc.edu

The website URL where information about the diversity and equity committee is available:

http://senate.ucsc.edu/committees/caad-committee-on-affirmative-action-and-diversity/

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:

"Mission Statement

The Office for Diversity, Equity, and Inclusion advances the University's teaching, research and service mission and commitment to excellence by working collaboratively with others throughout the institution to promote a campus climate that values diversity, equity and

inclusion, and is free of bias and harassment.

Office initiatives and activities are designed to cultivate a climate in which all students, staff and faculty are treated fairly and able to thrive and succeed; and everyone including current affiliates, alumni, supporters and community members is welcomed.

Office staff members work to ensure that UC Santa Cruz is compliant with nondiscrimination and affirmative action policies and laws for staff and faculty, and all applicants and employees are afforded equal opportunity in employment."

The number of people employed in the diversity office:

3

The website URL where information about the diversity and equity office is available:

http://diversity.ucsc.edu/

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator's name:

Sheree Marlowe

Diversity coordinator's position title:

Assistant Campus Diversity Officer

A brief description of the diversity coordinator's position:

The university has several positions of this nature in more than one campus unit, we have chosen to list the Assistant Campus Diversity Officer here. Duties include coordinating the staff and faculty Diversity Certificate program.

The website URL where information about the diversity and equity coordinator is available:

http://diversity.ucsc.edu/

Measuring Campus Diversity Culture

Provisional Score	Responsible Party
	Elida Erickson
2.00 / 2.00	Sustainability Coordinator
	Sustainability Office

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

In 2011, the Chancellor's Advisory Council on Campus Climate, Culture and Inclusion, the Office for Diversity, Equity, and Inclusion and Institutional Research and Policy Studies sponsored a campus-wide climate study for undergraduate and graduate student surveys.

The study's main goals are to evaluate the university's existing culture and institutional support of all members of our campus community, and to provide valuable information for improvement of everyday practices, policy decisions and other community-building efforts. The surveys include questions on campus-wide climate for diversity and inclusion.

Starting in fall 2012 and continuing through spring 2013, the University of California conducted a UC systemwide study about campus climate. The first phase involves a survey to collect input from the entire UC community about the learning, living, and working environments for students, faculty, and staff. At Santa Cruz, this phase of the study occurred between January 16 and February 20, 2013.

In the second phase, the University will use the study findings to inform strategic initiatives and action plans, and to enhance policies and programs that foster a more welcoming, inclusive, and healthy campus climate. The study results is will become available this March 2014 on the UC-wide campus climate study website.

For more information please visit:

http://campusclimate.ucop.edu/index.html

Year the assessment was last administered:

2,013

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

"The Campus Diversity Officers (Herbie Lee and Ashish Sahini) continue to engage with campus groups that are working to promote an inclusive environment on campus. For example, they participated in the Senate Committee on Affirmative Action and Diversity meetings, the Winter Advising Forum and the 29th Annual Martin Luther King, Jr. Memorial Convocation.

Based on the graduate student survey results, the Advisory Council on Campus Climate, Culture, and Inclusion (ACCCCI) made recommendations for improving campus climate for graduate students. As part of the campus's on-going assessment of services for graduate students, these three areas of concern (TA training, professional development, and student voice practices) will be re-evaluated in the spring 2013 graduate student survey."

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

http://planning.ucsc.edu/irps/graduateSurveys

Support Programs for Underrepresented Groups

Provisional Score	Responsible Party
	Elida Erickson
2.00 / 2.00	Sustainability Coordinator
	Sustainability Office

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

UCSC houses many student-initiated and institution-sponsored organizations, focused on supporting and promoting dialogue and awareness around the needs of a diverse population of underrepresented students. This includes the African American Resource Center, Chicano Latino Resource Center, MeCHA, Disability Resource Center, American Indian Resource Center, Asian American Pacific Islander Resource Center, African American Resource Center, the Cultural Arts and Diversity Center, Rainbow Theater, Lionel Cantu Queer Center, and the Women's Center (just to name a few). There are also special-themed Greek organizations to represent different groups. To provide details on one particular program that is unique to UCSC, Rainbow Theater was established in 1994 with a mission to create unity, higher visibility and understanding of various cultures within our communities. The goal is to foster the spirit of unity by breaking down cultural walls, providing an outlet for creative talents of various ethnic communities by giving voice, promoting dialogue as well as celebrating diversity and fostering communities.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

Building an inclusive environment that promotes diversity and inclusion requires the active participation of everyone on campus. The Diversity and Inclusion Certificate Program consists of eight courses (six core courses and two electives) providing a valuable professional development opportunity at no cost to employees or employee units. During academic year 2012/13, the workshops are open for the first time to academic, as well as, staff employees. The Program is designed to offer participants an in-depth examination of diversity and differences in order to gain a greater understanding of how we can and why we should work together to build a stronger and more inclusive UC Santa Cruz community. Participants will gain valuable knowledge and skills that will enable them to more effectively and enjoyably work and lead in a multicultural, diverse environment. Participants who complete all six core courses and two elective program courses within two years qualify to receive a certificate of completion. Individual courses are also open to those who are not

pursuing a certificate; individuals do have the option to take courses based on their own interest. The courses range from two to three hours and will be taught by various instructors in different formats. The core courses are offered at least twice during the academic year while the elective courses are offered once. Core course topics include: Overview of Diversity, Retention & Inclusion: Successes and Challenges at UCSC Understanding Race, Ethnicity & National Origin Lesbian, Gay, Bisexual, Transgender (LGBT) Issues in the Workplace & Beyond Communicating Across Generations Developing Diversity Change Agents Disability 101 Elective course topics include: Fair Hiring (online) Understanding Religious Beliefs & Believers Class Matters Troops to College Coming to Terms with our Differences. Another program includes the Chancellor's Achievement Awards for Diversity. These awards honor and showcase people who and programs that have made outstanding contributions to furthering diversity, inclusion, and excellence at UC Santa Cruz. Eligible recipients include undergraduate and graduate students, student organizations, faculty, non-senate academics, staff employees, campus units (e.g., offices, departments or divisions), and academic or administrative programs.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

Building an inclusive environment that promotes diversity and inclusion requires the active participation of everyone on campus. The Diversity and Inclusion Certificate Program consists of eight courses (six core courses and two electives) providing a valuable professional development opportunity at no cost to employees or employee units. During academic year 2012/13, the workshops are open for the first time to academic, as well as, staff employees. The Program is designed to offer participants an in-depth examination of diversity and differences in order to gain a greater understanding of how we can and why we should work together to build a stronger and more inclusive UC Santa Cruz community. Participants will gain valuable knowledge and skills that will enable them to more effectively and enjoyably work and lead in a multicultural, diverse environment.

Participants who complete all six core courses and two elective program courses within two years qualify to receive a certificate of completion. Individual courses are also open to those who are not pursuing a certificate; individuals do have the option to take courses based on their own interest.

The courses range from two to three hours and will be taught by various instructors in different formats. The core courses are offered at least twice during the academic year while the elective courses are offered once.

Core course topics include:
Overview of Diversity, Rentention & Inclusion: Successes and Challenges at UCSC
Understanding Race, Ethnicity & National Origin
Lesbian, Gay, Bisexual, Transgender (LGBT) Issues in the Workplace & Beyond
Communicating Across Generations
Developing Diversity Change Agents
Disability 101
Elective course topics include:

Fair Hiring (online)
Understanding Religious Beliefs & Believers
Class Matters
Troops to College
Coming to Terms with our Differences

Another program includes the Chancellor's Achievement Awards for Diversity. These awards honor and showcase people who and programs that have made outstanding contributions to furthering diversity, inclusion, and excellence at UC Santa Cruz. Eligible recipients include undergraduate and graduate students, student organizations, faculty, non-senate academics, staff employees, campus units (e.g., offices, departments or divisions), and academic or administrative programs.

The website URL where more information about the programs in each of the three categories is available :

http://diversity.ucsc.edu/

Support Programs for Future Faculty

Provisional Score	Responsible Party
	Elida Erickson
4.00 / 4.00	Sustainability Coordinator
	Sustainability Office

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

President's Postdoctoral Fellowship Program
The Program The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California.

Contributions to Diversity and Equal Opportunity
These contributions may include public service addressing the needs of our increasingly diverse society, efforts to advance equitable access to higher education, or research focusing on underserved populations or understanding inequalities related to race, gender, disability or LGBT. The program is seeking applicants with the potential to bring to their academic careers the critical perspective that comes from their non-traditional educational background or understanding of the experiences of groups historically underrepresented in higher education.

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

http://www.ucop.edu/acadadv/ppfp.html

Affordability and Access Programs

Provisional Score	**Responsible Party**
	Elida Erickson
3.00 / 3.00	Sustainability Coordinator
	Sustainability Office

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of the institution's participation in federal TRIO programs:

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:

All student complete the FAFSA requirements. Low-income students are likely to receive larger amounts of grants and aid.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education:

Educational Opportunities Program: Provides a variety of academic and personal support programs designed to improve the retention and academic success of first-generation, low-income, or educationally disadvantaged college students. EOP serves to enhance undergraduate experiences by helping students acquire the skills to prepare for graduate programs, professional school, and future leadership roles.

http://eop.ucsc.edu/

A brief description of the institution's scholarships for low-income students:

UCSC Undergraduate Scholarships

All students, both entering and continuing, will be automatically considered for UCSC Scholarships based on their admissions application and/or academic record. Scholarships do not have to be repaid!

Campus Merit Scholarships are awarded to students in recognition of both academic achievement and demonstrated financial need. These scholarships are renewable and pay from $500 to $1,500 per year. Renewal is dependent on full-time enrollment and maintaining a cumulative GPA of 3.0 or higher.

Restricted Scholarships are awarded from funds donated to the campus by benefactors of the university. A variety of restricted scholarships are available which recognize special attributes such as county of residence, academic majors, special interests, and family background.

A brief description of the institution's programs to guide parents of low-income students through the higher education experience:

Information includes brochures and trainings as well as counseling when needed.

http://financialaid.ucsc.edu/forms-resources/brochures%20guides/Your%20Guide%202011-12.pdf

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

The Educational Partnership Center coordinates the student academic preparation efforts of the University of California, Santa Cruz with the goal of increasing access and opportunity to postsecondary education for students across the Monterey Bay and Silicon Valley/San Jose regions. Our focus is on helping underserved students in our region reach and succeed in college.

Through six vital programs and with support from federal and state funding, we provide an array of direct services which support students on the college-going pathway through tutoring, mentoring, academic planning and counseling, leadership training, test preparation, college awareness and enrichment, and teacher professional development.

Engaging Education (e²) is a Student-Initiated Outreach and Retention Center for student engagement and academic excellence. It is a supportive and dynamic space for programming that addresses the low rates of recruitment, retention and graduation that historically under resourced communities face within higher education.To build a foundation for students to grow and engage in grassroots organizing, student activism, community building both inside and outside the university and understanding of legacies of social justice struggles.e² partners with the University of California community to provide a purposeful, transformative and relevant educational experience for all students.

A brief description of the institution's other admissions policies and programs:

A brief description of the institution's other financial aid polices or programs:

The passage of California Dream Acts — AB 130 and AB 131 — extend eligibility for certain types of institutional and state aid to students, including undocumented students, who qualify for benefits under another California law — AB 540 — which exempts students from paying non-resident supplemental tuition. We refer to our students as "Dreamers". The Financial Aid Office and UC Santa Cruz are highly committed to the success of Dreamer students, and are proud of the many Dreamers who have been selected to join our campus. Beyond financial resources, we offer many support programs and a support advocacy group for our dreamers. If you are not eligible to receive aid by submitting the FAFSA and you meet the AB540 criteria, submit the The Dream Application now for 2012-13 benefits. Eligible students will be offered UC Santa Cruz Scholarships for fall 2012 and UC Santa Cruz Grants for winter and spring of 2013. In 2013-14, students will also be able to eligible to apply for state Cal Grants.

A brief description of the institution's other policies and programs not covered above:

The website URL where information about programs in each of the areas listed above is available:

http://financialaid.ucsc.edu/index.html

Gender Neutral Housing

Provisional Score	Responsible Party
	Elida Erickson
0.25 / 0.25	Sustainability Coordinator
	Sustainability Office

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

Does the institution offer housing options to accomodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:

Yes

A brief description of the program, policy, or practice:

Available in all UCSC residence halls and apartments since 2008, the Gender Neutral Housing option is ideal for students whose gender identification and/or gender expression varies from the standard paradigm, as well as any student sensitive to the concerns of transgender people. The gender neutral room option allows for same-gender or other-gender identities to live together regardless of biological sex. Students wishing to live in a gender neutral room who do not self-select a roommate on their housing application will be assigned a roommate based on answers provided on the Lifestyle Questionnaire and follow up interviews.

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

http://housing.ucsc.edu/themes/

Employee Training Opportunities

Provisional Score	**Responsible Party**
	Elida Erickson
0.25 / 0.25	Sustainability Coordinator
	Sustainability Office

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

Does the institution make cultural competence trainings and activities available to all employees?:

Yes

A brief description of the cultural competence trainings and activities:

The Office for Diversity, Equity, and Inclusion offers training that promotes career development, academic and staff employee retention, and provides diversity and compliance education. We seek to educate academic and staff employees about best practices aimed at creating an environment that values diversity and inclusion, is free from bias, and in which all employees are able to succeed.

Building an inclusive environment that promotes diversity and inclusion requires the active participation of everyone on campus. The Diversity and Inclusion Certificate Program consists of eight courses (six core courses and two electives) providing a valuable professional development opportunity at no cost to employees or employee units. The Program is designed to offer participants an in-depth examination of diversity and differences in order to gain a greater understanding of how we can and why we should work together to build a stronger and more inclusive UC Santa Cruz community. Participants will gain valuable knowledge and skills that will enable them to more effectively and enjoyably work and lead in a multicultural, diverse environment.

Participants who complete all six core courses and two elective program courses within two years qualify to receive a certificate of completion. Individual courses are also open to those who are not pursuing a certificate; individuals do have the option to take courses based on their own interest.

The courses range from two to three hours and will be taught by various instructors in different formats. The core courses are offered at least twice during the academic year while the elective courses are offered once.
Core course topics include:

Overview of Diversity, Rentention & Inclusion: Successes and Challenges at UCSC
Understanding Race, Ethnicity & National Origin
Lesbian, Gay, Bisexual, Transgender (LGBT) Issues in the Workplace & Beyond
Communicating Across Generations
Developing Diversity Change Agents
Disability 101

The website URL where information about the trainings and activities are available:

http://diversity.ucsc.edu/training/certificate_courses.html

Student Training Opportunities

Provisional Score	Responsible Party
0.25 / 0.25	**Elida Erickson** Sustainability Coordinator Sustainability Office

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

Does the institution make cultural competence trainings and activities available to all students?:

Yes

A brief description of the cultural competence trainings and activities:

The Diversity and Inclusion Program Coordinator in the College and Housing Educational Services department is charged with facilitating the annual diversity workshops for the ten colleges 250-300 resident assistants. Also, the coordinator instructs two 2-credit courses at Stevenson Colleges with the theme of cultural intelligence. Fifteen student diversity interns are supervised by the coordinator, all are members of the "undocumented" student group at UCSC, and are trained throughout the academic year.

The coordinator delivers content-specific workshops, colloquia and commencement speeches ranging in length from forty-five minutes to four hours, to faculty, staff and students as requested by department heads, graduate and undergraduate students, unit administrators, and student organizations/groups, campus-wide.

The website URL where information about the trainings and activities are available:

http://studentservices.ucsc.edu/students/diversity-inclusion/workshops-trainings-courses.html

Human Resources

Points Claimed 4.73

Points Available 19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit	Points
Sustainable Compensation	0.00 / 8.00
Employee Satisfaction Evaluation	2.00 / 2.00
Staff Professional Development in Sustainability	2.00 / 2.00
Sustainability in New Employee Orientation	0.00 / 2.00
Employee Sustainability Educators Program	0.23 / 5.00
Childcare	0.25 / 0.25
Employee Wellness Program	0.25 / 0.25
Socially Responsible Retirement Plan	0.00 / 0.25

Sustainable Compensation

Provisional Score	Responsible Party
	Lacey Raak
0.00 / 8.00	Sustainability Director
	PPC

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Employee Satisfaction Evaluation

Provisional Score	**Responsible Party**
	Lacey Raak
2.00 / 2.00	Sustainability Director
	PPC

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution's methodology for evaluating employee satisfaction:

A system-wide survey administrered to all faculty, staff, and students included surveying 430,000 individuals. The study involved two major phases. The first involved gathering data gathering from a population survey, phase two will include development of a strategic initiatives and action plans.

The year the employee satisfaction evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction evaluation process is available:

http://survey.ucsc.edu/

Staff Professional Development in Sustainability

Provisional Score	**Responsible Party**
	Lacey Raak
2.00 / 2.00	Sustainability Director
	PPC

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:

Yes

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

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

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

Diversity Training
Conference Participation

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

http://financial.ucsc.edu/

Sustainability in New Employee Orientation

Provisional Score	Responsible Party
	Lacey Raak
0.00 / 2.00	Sustainability Director
	PPC

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Sustainability in New Employee Orientation

Employee Sustainability Educators Program

Provisional Score	Responsible Party
	Shauna Casey
0.23 / 5.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution:

5,513

Program name (1st program) :

Green Office Certification Program

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

249

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

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

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

Step 1: Create a Green Team

What is a Green Team?

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

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

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

Step 2: Conduct Office Asssessments

The Office Assessment Involves Three Components:

Sustainability Office Assessment (Observational and verbal components)

Energy Assessment

Waste Assessment

Step 3: Assessment Results Presentation

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

Step 4: Implement your Office Sustainability Commitment and Plan

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

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

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

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

Sustainability Office Program Manager oversees team of 5 students to conduct trainings and assessments

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

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

Program name (2nd program):

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

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

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

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

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

Program name(s) (all other programs):

Number of employees served by the program(s) (all other programs):

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

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

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):

Childcare

Provisional Score	**Responsible Party**
0.25 / 0.25	**Lacey Raak**
	Sustainability Director
	PPC

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

Early Educational Services (EES) is dedicated to providing the highest quality developmental care possible in a secure, homelike environment characterized by warmth, affection, and support. We believe that children learn through play and exploration while engaged in relationships with peers and responsive, caring adults. We nurture all aspects of a child's development: cognitive, emotional, social, creative, and physical. Individuality is acknowledged and respected as children are encouraged to develop skills in decision-making and social interaction.

Children play an important role in developing our curriculum. We build on the expressed interests and ideas of children and their families to create a continuously developing and exciting curriculum.

Learning is a balance of independent exploration and teacher-directed activity, carried out at the child's own pace.

We believe that caring and education are inseparable. Children need to feel comfortable and secure, to know what is expected of them, and to have opportunities to express themselves. Adults in our program establish positive personal relationships with children to effectively foster development.

Children learn in the greater context of their families and community. Family involvement positively reinforces each child's family traditions and culture. EES creates a culturally stimulating, accepting, and nurturing setting through collaboration with families. We share in the rearing of our community's children in the spirit of respect and cooperation, characterized by effective communication, and shared decision-making.

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

http://childcare.ucsc.edu/

Employee Wellness Program

Provisional Score	Responsible Party
0.25 / 0.25	**Lacey Raak** Sustainability Director PPC

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

A brief description of the employee wellness program, policy, or practice:

The Employee Wellness Program provides Wellness opportunities for UCSC employees to improve and maintain their personal health and wellness.

Employees also have access to the Employee Assistance Program (EAP) for counseling support -http://shr.ucsc.edu/benefits/eap/

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

http://wellness.ucsc.edu/index.php/employee-wellness.html

Socially Responsible Retirement Plan

Provisional Score	Responsible Party
0.00 / 0.25	

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

Investment

Points Claimed   6.90

Points Available   11.75

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	Points
Committee on Investor Responsibility	0.00 / 2.00
Shareholder Advocacy	Not Applicable
Positive Sustainability Investments	6.40 / 9.00
Student-Managed Sustainable Investment Fund	0.00 / 0.25
Sustainable Investment Policy	0.25 / 0.25
Investment Disclosure	0.25 / 0.25

Investment

Committee on Investor Responsibility

Provisional Score	Responsible Party
	Lacey Raak
0.00 / 2.00	Sustainability Director
	PPC

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Shareholder Advocacy

Responsible Party

Lacey Raak
Sustainability Director
PPC

Criteria

There are two possible approaches to earning this credit.

1)   Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2)   Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Institution's endowment is worth US $1 million or less

Positive Sustainability Investments

Provisional Score	Responsible Party
	Lacey Raak
6.40 / 9.00	Sustainability Director
	PPC

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool:

75,000,000 *US/Canadian $*

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 *US/Canadian $*

Value of holdings in businesses selected for exemplary sustainability performances:

0 *US/Canadian $*

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:

0 *US/Canadian $*

Value of holdings in community development financial institutions (CDFIs):

0 *US/Canadian $*

Value of holdings in socially responsible mutual funds with positive screens:

16,000,000 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

hold for information from Matt

The website URL where information about the institution's sustainability investment activities is available:

Student-Managed Sustainable Investment Fund

Provisional Score	**Responsible Party**
	Lacey Raak
0.00 / 0.25	Sustainability Director
	PPC

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

Sustainable Investment Policy

Provisional Score	**Responsible Party**
	Lacey Raak
0.25 / 0.25	Sustainability Director
	PPC

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:

Yes

A brief description of the sustainable investment policy:

Regent Policy 6301: POLICY TO EXCLUDE SECURITIES OF COMPANIES MANUFACTURING TOBACCO PRODUCTS FROM INDEX FUNDS AND TO CONTINUE EXISTING EXCLUSION FROM ACTIVELY MANAGED FUNDS
Regents Policy 6302: POLICY ON DIVESTMENT OF UNIVERSITY HOLDINGS IN COMPANIES WITH BUSINESS OPERATIONS IN SUDAN

The website URL where information about the policy is available:

http://regents.universityofcalifornia.edu/policies/6301.html

Investment Disclosure

Provisional Score	Responsible Party
	Lacey Raak
0.25 / 0.25	Sustainability Director
	PPC

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

Yes

A brief description of the institution's investment disclosure practices:

This document sets forth the policy of The Regents on disclosure of information relating to the investments of the University of California Retirement Plan (the UCRP) and the General Endowment Pool (the GEP). The purpose of this policy statement is to make clear how and what investment-related information will be routinely disclosed to participants in the UCRP and the general public.

(1) The Treasurer provides investment-related information on the UCRP and the GEP to The Regents' Committee on Investments and the Investment Advisory Committee in a manner consistent with the requirements outlined in the Investment Policy Statement for the University of California Retirement Plan approved by The Regents on November 18, 2004 and the Investment Policy Statement for the General Endowment Pool approved by The Regents on March 17, 2005. Current and historical materials are publicly available on The Regents' website within the section on Meeting Agendas and Schedule.

(2) A report on private equity internal rates of return is publicly available on the Treasurer's website on a quarterly basis.

(3) The Treasurer's Annual Report for the most recent fiscal year is also available on the Treasurer's website. The report provides asset allocation and performance of the UCRP, the GEP, and other UC investment funds.

(4) As soon as practicable after each calendar year, a complete listing of all assets held by the UCRP and the GEP at calendar year end will be posted on the Treasurer's website. Each listing will include the asset's market value at the end of the year. The assets will be grouped in the standard categories used by the custodian bank to group the assets in the asset reports provided to the Treasurer.

The website URL where information about investment disclosure available:

http://www.ucop.edu/treasurer/_files/invpol/GEP_Holdings_12-31-11.pdf

Public Engagement

Points Claimed 12.96

Points Available 31.75

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit	Points
Community Sustainability Partnerships	2.00 / 2.00
Inter-Campus Collaboration on Sustainability	2.00 / 2.00
Sustainability in Continuing Education	0.00 / 7.00
Community Service Participation	0.02 / 6.00
Community Service Hours	0.19 / 6.00
Sustainability Policy Advocacy	4.00 / 4.00
Trademark Licensing	4.00 / 4.00
Graduation Pledge	0.25 / 0.25
Community Service on Transcripts	0.25 / 0.25
Farmers' Market	0.25 / 0.25

Community Sustainability Partnerships

Provisional Score	**Responsible Party**
	Lacey Raak
2.00 / 2.00	Sustainability Director
	PPC

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution's sustainability partnerships with the local community:

In September of 2007, the Mayor of the City of Santa Cruz, the County Board of Supervisors, and the Chancellor of UC Santa Cruz signed the Climate Action Compact (CAC), a document in which parties agreed to take action on climate change. The commitments involved in the signing of this document for UCSC include:
Setting a greenhouse gas (GHG) reduction goal by September 30, 2007
Identifying cooperative projects to reduce GHG emissions while stimulating local investment by January 1, 2008
Present a GHG Reduction Action Plan by January 1, 2009
Invite others from the region to participate

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

The website URL where information about sustainability partnerships is available:

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

Inter-Campus Collaboration on Sustainability

Provisional Score	Responsible Party
	Shauna Casey
2.00 / 2.00	Sustainability Internship Coordinator
	Campus Sustainability Office

Criteria

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

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

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

Yes

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

Given the number of people at UCSC actively working on sustainability, it would be difficult to list every paper, guide, and presentation made available to other institutions. For this reason, we have chosen to share a few key examples rather than an exhaustive list:

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

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

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

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

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

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

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

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

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

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

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

Conferences: (attended, participated, presented)

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

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

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

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

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

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

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

Sustainability in Continuing Education

Provisional Score	**Responsible Party**
0.00 / 7.00	

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Community Service Participation

Provisional Score	**Responsible Party**
	Lacey Raak
0.02 / 6.00	Sustainability Director
	PPC

Criteria

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

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

Submission Note:

This is based on the number of students inquiring about volunteer activities in the student volunteer center - about 5 per month. There is not currently a system for tracking the number of student volunteers.

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

The number of students engaged in community service:

60

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

15,375

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

http://volunteer.ucsc.edu/

Community Service Hours

Provisional Score	**Responsible Party**
	Lacey Raak
0.19 / 6.00	Sustainability Director
	PPC

Criteria

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

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

Submission Note:

This estimates an average of 5 hours/week per student volunteer as reported in PAE-22 for 32 weeks.

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

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

9,600

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

15,375

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

http://volunteer.ucsc.edu/

Sustainability Policy Advocacy

Provisional Score	Responsible Party
4.00 / 4.00	**Lacey Raak** Sustainability Director PPC

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

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

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

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

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

AB 1303 (Williams), which seeks to extend authorization for the California Energy Commission (CEC) to spend funds collected for energy research, development and demonstration pursuant to its Public Interest Energy Research Program (PIER) and renewable energy pursuant to its Renewable Energy Program (REP).

AB 631 (Ma), which exempts from the definition of a public utility a facility that supplies electricity to the public only for use to charge light duty plug-in electric vehicles for the purpose of encouraging the creation of more plug-in stations.

AB 723 (Bradford), which xtends the sunset date on the public goods charge (PGC) for energy efficiency from 2012 to 2016. The electricity PGC is a nonbypassable surcharge imposed on all retail sales to fund public goods research, development and demonstration (RD&D), and energy efficiency activities.

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

http://urelations.ucsc.edu/units/government/

Trademark Licensing

Provisional Score	Responsible Party
	Lacey Raak
4.00 / 4.00	Sustainability Director
	PPC

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

Submission Note:

UCSC in WRC:
http://www.workersrights.org/about/as.asp

UCSC in FLA:
http://www.fairlabor.org/fla/go.asp?u=/pub/mp&Page=CollegesUniversities

UCSC as WRC in DSP:
http://www.workersrights.org/dsp.asp

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

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

Yes

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

Yes

Has the institution expressed intention to participate in the 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.ucop.edu/ucophome/coordrev/policy/1-05-00code.pdf

Graduation Pledge

Provisional Score	**Responsible Party**
	Lacey Raak
0.25 / 0.25	Sustainability Director
	PPC

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledge program:

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

The Graduation Pledge of Social and Environmental Responsibility

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

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

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

Community Service on Transcripts

Provisional Score	**Responsible Party**
	Lacey Raak
0.25 / 0.25	Sustainability Director
	PPC

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

Yes

A brief description of the practice:

The Student Volunteer Center offers an internship program for motivated UCSC students seeking service-learning opportunities. Interns support SVC events and programs while working with various campus and community organizations to develop professional, communication, and event planning skills. The internship program is ideal for students wishing to gain leadership experience through volunteerism, or for students seeking nonprofit management experience.

Three credits will be offered for each quarter of interning with SVC during the 2010-2011 school year. Interns work ten hours per week based on personal schedule. Work hours include group event organization, publicity, volunteer organization visits, and weekly staff meetings. A project binder, which includes weekly journal reflections and one final reflective paper, will be due before the end of the quarter.

The website URL where information about the practice is available:

http://www2.ucsc.edu/svc/students_internship.php

Farmers' Market

Provisional Score	**Responsible Party**
	Lacey Raak
0.25 / 0.25	Sustainability Director
	PPC

Does the institution host a farmers' market for the community?:

Yes

A brief description of the farmers' market:

Organic vegetables, fruit, herbs and flowers are sold twice weekly at the UCSC Farm & Garden's Market Cart, starting in early June and continuing through late October. The Market Cart is open on Tuesdays and Fridays from 12 pm to 6 pm at the base of the UC Santa Cruz campus (corner of Bay and High Streets).

Early-season offerings include strawberries, blueberries, and an array of tender lettuces and other greens. As the growing season progresses, shoppers can look forward to sweet corn, dry-farmed tomatoes, plums, potatoes, an array of sweet and hot peppers, apples, basil, and much more. Flower bouquets are also available weekly.

The cart will be open into late October, depending on the length of the growing season. For more information, call (831) 459-3240 or email

casfs@ucsc.edu

. To check the exact opening date for 2011, see the Calendar of Events. All proceeds benefit the Apprenticeship training program in organic farming and gardening.

The website URL where information about the market is available:

http://casfs.ucsc.edu/community-outreach/produce-sales

Innovation

Innovation

Points Claimed   0.00

Points Available   4.00

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	Points
Innovation 1	0.00 / 1.00
Innovation 2	0.00 / 1.00
Innovation 3	0.00 / 1.00
Innovation 4	0.00 / 1.00

Innovation 1

Provisional Score	Responsible Party
	Lacey Raak
0.00 / 1.00	Sustainability Director
	PPC

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome :

In the 21st century the world's greatest challenge is arresting the rapidly increasing accumulation of greenhouse gases in the atmosphere that cause climate change. We recognize that the U.S. and China are the two largest producers of greenhouse gases. Consequently, any efforts that attempt to comprehensively address climate change must involve China. The Santa Cruz Energy & Resources Collaborative (SCERC) is a student-led organization whose mission is to connect and educate the University of California, Santa Cruz energy and resources community. SCERC is modeled after and allied with the Berkeley Energy and Resource Collaborative (BERC) at the University of California, Berkeley. SCERC acts as a hub that connects the many departments, programs, and labs affiliated with UC

Santa Cruz including the Jack Baskin School of Engineering, Physics Department, Economics Department, Environmental Studies Program, Chemistry Department, Politics Department, UCSC Sustainability Office, University Affiliated Research Center (UARC) at NASA Ames, Science Technology Engineering Policy and Society project (STEPS), Quantum Electronics Group, UC Santa Cruz Silicon Valley Initiatives, Chancellor's Advisory Council on Climate Change, NASA Ames ARC laboratories, Campus Sustainability Subcommittee, Santa Cruz Campus Sustainability Council, Microbiology and Environmental Toxicology Department, and others.

In an effort to promote productive applications of UC Santa Cruz's research, technology, and leadership in energy efficiency we forge connections with the larger Green Tech community that is growing in Silicon Valley, the greater Bay Area, and beyond. Thus, in addition to connecting to the best and brightest innovators and supporters of Green Tech in California, SCERC forges strategic relationships with the emerging Green Tech community in China in an effort to develop partnerships that are necessary to appropriately address the scope of the problem of global warming.

SCERC currently has a list serve of over 1500 students and professionals.

A letter of affirmation from an individual with relevant expertise:

The website URL where information about the innovation is available :

http://www.scerc.org/

Innovation 2

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 3

Provisional Score	**Responsible Party**
0.00 / 1.00	

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

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9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 4

Provisional Score	**Responsible Party**
0.00 / 1.00	

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

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9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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