



University of California, Berkeley

STARS REPORT

Date Submitted: Aug. 16, 2018

Rating: Gold

Score: 78.50

Online Report: [University of California, Berkeley](#)

STARS Version: 2.1

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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.

STARS is intended to engage and recognize the full spectrum of colleges and universities—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.

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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Coordination & Planning	242
Diversity & Affordability	270
Investment & Finance	288
Wellbeing & Work	301
Innovation & Leadership	312
Exemplary Practice	312
Innovation	325

Summary of Results

Score 78.50

Rating: Gold

Institutional Characteristics

b	Institutional Characteristics	0.00 / 0.00
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Academics

b	Curriculum	31.08 / 40.00
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b	Research	17.33 / 18.00
----------	-----------------	----------------------

Engagement

b	Campus Engagement	15.52 / 21.00
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b	Public Engagement	16.16 / 20.00
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Operations

b	Air & Climate	7.52 / 11.00
----------	--------------------------	---------------------

b	Buildings	4.53 / 8.00
----------	------------------	--------------------

b	Energy	2.33 / 10.00
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b	Food & Dining	4.15 / 8.00
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b	Grounds	3.00 / 4.00
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b	Purchasing	4.61 / 6.00
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b	Transportation	5.18 / 7.00
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b	Waste	7.02 / 10.00
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b	Water	7.23 / 8.00
----------	--------------	--------------------

Planning & Administration

b	Coordination & Planning	7.50 / 8.00
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b	Diversity & Affordability	9.61 / 10.00
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b	Investment & Finance	4.88 / 7.00
----------	---------------------------------	--------------------

b	Wellbeing & Work	3.58 / 7.00
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Innovation & Leadership

b	Exemplary Practice	3.00 / 3.50
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b	Innovation	4.00 / 4.00
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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution’s boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

Credit	Points
	0.00 /
Institutional Boundary	Total adjusted for non-applicable credits
	Close
	0.00 /
Operational Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Academics and Demographics	Total adjusted for non-applicable credits
	Close

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Kira Stoll Director of Sustainability Office of Sustainability
Close	

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

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

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:

Doctoral/Research

Institutional control (Public, Private for-profit, or Private non-profit):

Public

A brief description of the institution’s main campus and other aspects of the institutional boundary used to complete this report:

The institutional boundary used in this report includes UC Berkeley's main campus, which covers 178 acres mostly east of downtown Berkeley. This boundary does not include the Lawrence Berkeley National Laboratory, the Lawrence Hall of Science or other research facilities operated by the university.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	Yes	Yes
Medical school	No	No

Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Satellite campus	No	No
Farm larger than 5 acres or 2 hectares	Yes	Yes
Agricultural experiment station larger than 5 acres or 2 hectares	Yes	Yes
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

Additional documentation to support the submission :

Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Kira Stoll Director of Sustainability Office of Sustainability
Close	

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

Endowment size:
1,585,935,000 *US/Canadian \$*

Total campus area:
1,232 *Acres*

Locale:
Mid-size city

IECC climate zone:
3 - Warm

Gross floor area of building space:
16,284,867 *Gross Square Feet*

Floor area of laboratory space:
4,020,413 *Square Feet*

Floor area of healthcare space:
0 *Square Feet*

Floor area of other energy intensive space:
546,278 *Square Feet*

Additional documentation to support the submission :
stars.aashe.org

Data source(s) and notes about the submission:

Endowment is UC Berkeley campus only; data is from 2016.

http://www.berkeleyendowment.org/wp-content/uploads/E11770C-BEMCO_inserts_6pp.v7_2016-ltr.pdf

The gross square footage numbers come from 2016 data.

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Kira Stoll Director of Sustainability Office of Sustainability
Close	

Criteria

This section includes variables that provide information about the institution’s academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate “weighted campus user”, a measurement of an institution’s population that is adjusted to accommodate how intensively certain community members use the campus.

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

Number of academic divisions (e.g. colleges, schools):

14

Number of academic departments (or the equivalent):

123

Number of students enrolled for credit:

42,103

Total number of employees (staff + faculty):

20,985

Full-time equivalent student enrollment (undergraduate and graduate):

42,103

Full-time equivalent of employees (staff + faculty):

15,475

Full-time equivalent of students enrolled exclusively in distance education:

0

Number of students resident on-site:

8,065

Number of employees resident on-site:

0

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):

0

Weighted campus users, performance year:

45,199.75

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Student headcount and FTE the same number from calendar year 2017 (average spring 2017 and fall 2017).

Employee FTE 2017.

Residents from 2016-17.

This field was updated on October 17, 2018, to correct the count of academic departments at UC Berkeley. The previous count of 170 included programs that were contained within independent departments. This updated 123 figure was provided by UC Berkeley's Office of Planning and Analysis.

Academics

Curriculum

Points Claimed 31.08

Points Available 40.00

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
Academic Courses	11.15 / 14.00
Learning Outcomes	5.93 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Score	Responsible Party
11.15 / 14.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

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

Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

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

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	2,859	2,161
Number of sustainability courses offered	345	156
Number of courses offered that include sustainability	266	136

Percentage of courses that are sustainability course offerings:

17.99

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

123

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

73

Percentage of academic departments with sustainability course offerings:

59.35

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[Sustainability Courses- Final Analysis 10.17.18.xlsx](#)

Do the figures reported above cover one, two, or three academic years?:

One

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing

and/or validating the course inventory :

A graduate student fellow at the Office of Sustainability reviewed the entire course catalog and identified sustainability courses, using the below criteria, which are considered consistent with the new categories of STARS 2.1 and with the criteria used by the University of California. Graduate courses are those numbered 200 and above. Some courses were offered in undergraduate and graduate versions.

“Focused” : a course that views topics through the lens of sustainability. This does not mean that the word “sustainability” needs to be in the course description, it simply means that the topics of the course almost exclusively pertain to the definition of sustainability from above.

“Related”: a course that devotes at least one unit or section to a sustainability topic or has direct applications in sustainability fields.

How were courses with multiple offerings or sections counted for the figures reported above?:

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

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

Note: Undergraduate and graduate versions of a course were counted separately.

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	No
Practicums	Yes
Independent study	No
Special topics	Yes
Thesis / dissertation	No
Clinical	No
Physical education	No
Performance arts	No

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

stars.aashe.org

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Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information from this field was collected via a manual search of the UC Berkeley course inventory over the 2017-18 school year filtering for items that qualified as sustainability courses or courses that include sustainability. The resulting courses were then analyzed by the school's Office of Planning and Analysis to calculate the percentage of total courses that qualified as sustainable. The OPA also calculated the number of departments offering such sustainability courses.

Learning Outcomes

Score

5.93 / 8.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):

11,492

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:

8,516

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:

74.10

Do the figures reported above cover one, two, or three academic years?:

One

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:

No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:

No

A list or brief description of the institution level or division level sustainability learning outcomes:

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:

No

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:

Yes

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

All undergraduates at UC Berkeley are required to receive a passing grade in at least one designated American Cultures course to graduate. Such courses explicitly address social, economic and environmental sustainability issues. They also must be integrative and comparative and address theoretical and analytical issues relevant to understanding race, culture, and ethnicity in American history and society. Examples of the 118 classes that fulfill the requirement are Civil Rights and Social Movements in U.S. History; Engineering, the Environment and Society; and The Social and Cultural Processes in Architecture & Urban Design - which can be found on the sustainability course list from AC-1.

Number of undergraduate degrees award in 2016-17: 7,769

A complete list of American Cultures courses can be found here:

https://classes.berkeley.edu/search/class?f%5B0%5D=sm_general_requirement%3AAmerican%20Cultures&f%5B1%5D=im_field_term_name%3A789&f%5B2%5D=im_field_term_name%3A770&retain-filters=1

At the graduate level, separate departments and programs include their own sustainable course-level learning outcome requirements. The following list includes Department, Graduate Degrees, Required Sustainability Course or Courses, Number of Graduates in 2016-17 (most recent school year with complete records).

Agricultural & Resource Economics - All graduate degrees - Required course: ARE 202 Issues and Concepts in Agricultural Economics - Graduates: 44

City and Regional Planning - All graduate degrees - Required course: CP 205 Intro to Planning and Environmental Law - Graduates: 47

Civil and Environmental Engineering - All graduate degrees - Required course: CE 11 Engineered Systems and Sustainability - Graduates: 215

Demography - All graduate degrees - Required course: Demography 110 Introduction to Population Analysis - Graduates: 6

Development Practice - MDP - Required course: Environmental Economics and Policy - Graduates: 26

Earth and Planetary Science - All graduate degrees - Required courses: EPS 255 Advanced Topics in Earth & Planetary Science; EPS 260 Research in Earth Science; EPS 375 Professional Preparation: Supervised Teaching of Geology and Geophysics - Graduates: 12

Energy & Resources - All graduate degrees - Required courses: ER 100 Energy and Society, ER 102 Quantitative Aspects of Global Environmental Problem-Solving - Graduates: 15

Environmental Science, Policy and Management - M.S. - Required course: ESPM 116B Rangeland Ecology - Graduates: 23

Environmental Science, Policy and Management - M.S. Forestry - Required coursework: "A program of study to assure advanced specialized training in professional forest resource management" - Graduates: 4

Ethnic Studies - All graduate degrees - Required course: ES 200 Critical Terms and Issues in Comparative Ethnic Studies - Graduates: 8

Geography - Doctoral degrees - Required coursework: Geography 200 A, B Contemporary Geographic Thought - Graduates: 4

Plant and Microbial Biology - All graduate degrees - Required coursework: Two-semester core course that covers plant diversity and evolution, plant cell biology and plant systems biology - Graduates: 6

Political Science - All graduate degrees - Required course: PS 5 Introduction to International Relations - Graduates: 26

Public Health - All graduate degrees - Required course: PH 200K Environmental Health Science Breadth Course - Graduates: 195

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Social Work - All graduate degrees - Required coursework: Diversity-Competent Practice Coursework - Graduates: 98

Sociology - All graduate degrees - Required courses: Soc 201A, B Classical Social Theory, Modern Social Theory - Graduates: 18

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

<http://sustainability.berkeley.edu/engage/take-classes>

Additional documentation to support the submission:

[Sustainability degrees summary 102918.xlsx](#)

Data source(s) and notes about the submission:

The total figure for graduates with sustainable learning outcomes is made up of a tally of all undergraduates who received a degree in the most recently documented year, in addition to students who received graduate degrees from departments and programs that require sustainability-themed coursework.

Score

3.00 / 3.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution offers at least one:

- [Sustainability-focused program](#) (major, degree program, or equivalent) for [undergraduate students](#)

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused undergraduate degree program:

Conservation and Resource Studies

A brief description of the undergraduate degree program:

The Conservation and Resource Studies (CRS) major is an interdisciplinary program designed for students interested in environmental issues and areas of interaction among natural resources, population, energy, technology, social institutions and cultural values. The major's orientation is toward flexibility and an individualized educational approach to understanding the structure and dynamic functions of complex environmental systems within our society and biosphere.

Students draw on the course offerings of the entire campus and appropriate community resources in the development of individual programs of study.

The website URL for the undergraduate degree program:

<https://nature.berkeley.edu/advising/majors/conservation-and-resource-studies>

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

Society and Environment

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

Social and environmental problems are deeply intertwined. The Society and Environment (SE) major introduces students to the main approaches and theory for environmental social sciences, including how social science tools can be applied to environmental problems, and how social science theories contribute to understanding environmental problems.

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

<https://nature.berkeley.edu/advising/majors/society-and-environment>

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

Environmental Engineering Science

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

The Environmental Engineering Science (EES) major is an interdisciplinary program pairing engineering fundamentals with courses in the environmental and natural sciences. The EES curriculum provides a broader foundation in the sciences, allowing students to take classes in a variety of departments both inside and outside of the College of Engineering. At the same time, it allows students to focus their studies on environmental issues more than is possible in other engineering programs. EES provides a solid interdisciplinary foundation that is necessary for creating real-world solutions to global environmental challenges, such as providing a robust supply of safe drinking water, and meeting societal demands for energy without causing air pollution or interfering with the earth's climate systems.

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

<http://engineeringscience.berkeley.edu/environmental-engineering-science/>

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

Environmental Earth Science

<http://eps.berkeley.edu/undergraduate/environmental-earth-science>

Environmental Economics and Policy

<https://nature.berkeley.edu/advising/majors/environmental-economics-and-policy>
stars.aashe.org

Environmental Sciences

<https://nature.berkeley.edu/advising/majors/environmental-sciences>

Forestry and Natural Resources

<https://nature.berkeley.edu/advising/majors/forestry-and-natural-resources>

Molecular Environmental Biology

<https://nature.berkeley.edu/advising/majors/molecular-environmental-biology>

Sustainable Environmental Design

<https://ced.berkeley.edu/academics/bachelor-of-arts-in-sustainable-environmental-design/>

Society and Environment

<https://nature.berkeley.edu/advising/majors/society-and-environment>

Civil and Environmental Engineering

<https://www.ce.berkeley.edu/undergrad/curriculum>

Atmospheric Science

<http://eps.berkeley.edu/undergraduate/atmospheric-science>

Marine Science

<http://eps.berkeley.edu/undergraduate/marine-science>

Conservation and Resource Studies

<https://nature.berkeley.edu/advising/majors/conservation-and-resource-studies>

Demography

<http://www.site.demog.berkeley.edu/program>

Development Studies

<http://iastp.berkeley.edu/degree-programs/major-programs/development-studies/>

Geography

<https://geography.berkeley.edu/geography-studies/undergraduate-studies/major-and-minor-program-details>

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

Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:

Minor in Sustainable Design

A brief description of the undergraduate minor, concentration or certificate:

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Sustainable design implies making decisions at various scales of the built environment (buildings, communities, land use patterns, urban support systems) in ways that support environmental quality, social equity, and economic vitality. The undergraduate minor in sustainable design is jointly offered by the Department of Architecture and the Department of Landscape Architecture and Environmental Planning, but also includes interdisciplinary courses across campus. The minor is open to all majors at UC Berkeley.

The website URL for the undergraduate minor, concentration or certificate:

<http://ced.berkeley.edu/academics/additional-programs/sustainable-design/>

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

Global Poverty and Practice Minor

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

Established in fall 2007, the Global Poverty & Practice (GPP) Minor gives students an opportunity to examine contemporary forms of poverty, wealth and inequality through academic coursework and practical experience.

The GPP Minor is one of the largest minors on the UC Berkeley campus. It trains students to critically and historically engage with complex issues of poverty and inequality, equipping them with methodologies and skills of engagement, and encouraging the reflexivity necessary for meaningful practice. Central to the minor is a fieldwork opportunity (minimally six weeks) in which students connect theories and practices of poverty action through partnering with nongovernmental or community organizations, government agencies or other poverty or development programs in California and around the world. Students from all disciplines are encouraged to undertake the minor and to investigate the ways in which it can supplement their major field of study. The Blum Center offers funding support for students' practice experiences through a competitive fellowship.

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

<http://blumcenter.berkeley.edu/education/gpp/>

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

Energy & Resources Group Minor

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

The Minor in Energy and Resources offers undergraduates the opportunity to develop basic knowledge and skills to help them address the complex and interdependent issues associated with the interaction of social, economic, political, technical and environmental factors. Though it is designed primarily to complement majors in the natural sciences and engineering, students in any major with the appropriate prerequisites may pursue the ERG Minor. Based on a six-course set of prerequisites in mathematics and natural sciences, the minor is satisfied by completing five upper division courses, including two core courses and three electives.

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

<https://nature.berkeley.edu/advising/minors/energy-resources>

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

Food systems minor:

<https://food.berkeley.edu/programs/community-engagement-edu/food-systems-minor/>

Environmental Earth Science

<http://eps.berkeley.edu/undergraduate/declaring-major>

Environmental Economics and Policy

<https://nature.berkeley.edu/advising/minors/environmental-economics-policy>

Environmental Engineering

<https://www.ce.berkeley.edu/undergrad/curriculum/minors>

Forestry and Natural Resources

<https://nature.berkeley.edu/advising/minors/forestry-natural-resources>

Additional documentation to support the submission:

Score

3.00 / 3.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution offers at least one:

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

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused graduate-level degree program:

Energy and Resources Group

A brief description of the graduate-level degree program:

With its four-decade history of transformative teaching and research, the Energy and Resources Group (ERG) has reframed ecological and social problems in terms that borrow from, and yet can be understood across, many traditionally separate disciplinary cultures. The ERG model combines a rigorous core curriculum, a shared learning environment, and the freedom to access the entire Berkeley faculty. The core curriculum provides students with relevant analytical tools from ecology, economics, engineering and the social sciences. ERG research is strongly evidence-based and hypothesis-driven; its interdisciplinary culture equally encourages student- and faculty-led research. The value of such a culture is hard to quantify: it has evolved through the commitment to systemic thinking, and the vision of a just and sustainable planet, over generations of ERGies.

The website URL for the graduate-level degree program:

<https://erg.berkeley.edu/academics/program/>

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

Environmental Science, Policy & Management

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

There is simply no better place to pursue advanced training on the challenges and opportunities facing our environment than here. UC Berkeley was ranked the top university in Environment/Ecology by the U.S. News & World Report's inaugural international rankings in 2014, and our department has ranked #1 in Environmental Sciences by the annual QS World University Rankings by Subject four years in a row. Our graduate programs offer a chance to work with award-winning faculty in climate science, biodiversity, environmental policy, land use, and community outreach – and to prepare for exciting careers addressing the complex environmental problems we face.

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

<https://ourenvironment.berkeley.edu/graduate-programs>

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

Environmental Health Sciences

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

MS students in the Environmental Health Sciences division are trained to make research and technical contributions to the field of environmental health science. EHS offers an MS degree in Environmental Health Sciences and Global Health and Environment. The EHS MS educational objectives are to develop an understanding of the human health impacts of physical, biological, and chemical agents in the environment and workplace and to explore the means of their recognition and control.

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

<http://ehs.sph.berkeley.edu/masters>

The name and website URLs of all other sustainability-focused graduate-level degree programs:

Agricultural & Resource Economics

<https://are.berkeley.edu/graduate-program>

Civil and Environmental Engineering

<https://www.ce.berkeley.edu/grad/programs>
stars.aashe.org

Conservation and Resource Studies

<https://nature.berkeley.edu/advising/majors/conservation-and-resource-studies>

Development Practice

<https://mdp.berkeley.edu/>

Earth and Planetary Science

<http://eps.berkeley.edu/graduate-students>

Energy, Civil Infrastructure and Climate

<http://www.ce.berkeley.edu/grad/degrees/requirements/ecic>

Environmental Engineering

<http://www.ce.berkeley.edu/grad/degrees/requirements/env>

Environmental Law

<http://www.law.berkeley.edu/148.htm>

Environmental Planning

<http://laep.ced.berkeley.edu/programs/mla/envplan>

Forestry

<http://ourenvironment.berkeley.edu/graduate-programs/degrees/master-of-forestry/>

Landscape Architecture and Environmental Planning

<http://laep.ced.berkeley.edu/programs/phd>

Range Management

<http://ourenvironment.berkeley.edu/graduate-programs/degrees/ms-range-management/>

Human Geography

<https://geography.berkeley.edu/geography-studies/human-geography>

Environmental Science, Policy & Management

<https://ourenvironment.berkeley.edu/graduate-programs/degrees/the-phd-program>

Urban Design

<https://ced.berkeley.edu/academics/urban-design/>

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

Yes

Name of the graduate-level sustainability-focused minor, concentration or certificate:

Environmental & Energy Law Program

A brief description of the graduate minor, concentration or certificate:

Berkeley Law was one of the first major law schools to enter the field of environmental law, and our program remains as strong as ever today. Our Environmental Law Program offers students opportunities to take a broad range of courses in the environmental and energy field and to engage in cutting-edge research and writing. It also offers the chance to explore interdisciplinary perspectives on the environment, to obtain vital practical experience, and to connect with the dynamic and cutting edge Bay Area environmental law community.

In addition to its curricular offerings, the Environmental Law Program offers students opportunities to engage in interdisciplinary research with faculty and staff through the Center for Law, Energy & the Environment (CLEE). CLEE works to develop smart, practical solutions to critical environmental and energy challenges including climate change, renewable energy, sustainable water, and healthy oceans.

The website URL for the graduate minor, concentration or certificate:

<https://www.law.berkeley.edu/research/clee/environmental-and-energy-law-programs/>

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

Energy Institute at Haas

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

The Energy Institute at Haas brings together research and curricular programs on energy business, policy, and technology commercialization. Our goal is to bridge the gap between the frontiers of economic and scientific energy research and the marketplace.

Specifically, the institute:

Trains the business and policy leaders of tomorrow to understand the market, policy, and technological challenges of the energy industries.

Strives to ensure that energy and environmental policy is based on sound economic and business principles, backed by rigorous empirical evidence and the frontiers of economic research.

Works with scientists to commercialize promising energy technologies, being mindful of the unique scientific and policy issues they will confront.

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

<https://ei.haas.berkeley.edu/>

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

Graduate Certificate in Geospatial Information Science and Technology

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

stars.aashe.org

Geographic information science and technology, along with geostatistics and analysis of satellite imagery, have emerged as major cross-disciplinary tools used in academic research, industrial applications, and public policy analysis. This is especially true on the Berkeley campus. Students, faculty and staff across campus are using these technologies to understand how plants and animals might respond to climate change, how the built environment might influence public health, and how land use is changing in the tropics. Adding these skills to your undergraduate or graduate program can help you get a job, or can help you delve into new areas of research. We built this website to provide access to the many distributed GIS opportunities on the Berkeley campus.

A great place for GIS on campus is the Geospatial Innovation Facility (GIF) at UC Berkeley's College of Natural Resources. The GIF provides leadership and training across a broad array of integrated mapping technologies. These technologies include Remote Sensing, Geographic Information Systems (GIS), Global Positioning Systems (GPS), and modeling. The GIF offers innovative geospatial approaches to environmental research projects and grant opportunities. You can take short workshops on a range of topics, rent GPS equipment, get GIS consulting, and go to Geolunch events.

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

<https://oureenvironment.berkeley.edu/graduate-the-phd-program/geospatial-information-science-and-technology>

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

Agriculture and Resource Policy

<https://are.berkeley.edu/about/research-areas/agricultural-and-resource-policy>

Designated Emphasis in Science and Technology Studies

<https://oureenvironment.berkeley.edu/graduate-programs/degrees/the-phd-program/phd-designated-emphasis-in-science-technology-studies>

Development Economics

<https://are.berkeley.edu/about/research-areas/development-economics>

Environmental and Energy Economics

<https://are.berkeley.edu/about/research-areas/environmental-and-energy-economics>
stars.aashe.org

Global Urban Humanities

<http://globalurbanhumanities.berkeley.edu/academic-program>

Sustainability Certificate Program at the Energy and Resources Group

<https://erg.berkeley.edu/academics/summer-only-minor/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information about degree programs, certificates and designated emphases was gathered through publicly available sources provided by each of the departments and programs websites.

Score	Responsible Party
2.00 / 2.00	Kira Stoll Director of Sustainability Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

Put simply, the Global Environment Theme House (GETH) champions a greener way of life. Our academic seminar includes learning from faculty and peers, mixed with career advising, but mostly it fosters a forum for a meaningful exchange of ideas in a small group setting. Participants learn about green living, give back to the environment, grow as leaders and form friendships that can last a lifetime.

Program requirements

- GETH residents are expected to spend 2-4 hours a week engaged in Theme Program activities including:
- Enrollment and active participation in the 2-unit seminar Natural Resources 24/84: Global Environment Theme House (1 unit each semester)
 - Attendance at GETH meetings

■ Participation in Theme Program events

Seminar and events

The seminar is a 1 unit per semester, pass/no pass Freshman Seminar class that meets once a week and is taught by College of Natural Resources faculty. Topics for the seminar relate to environmental action and research on and around the Berkeley campus. Students can review a sample course syllabus to get an idea about the coursework and expectations. If admitted to the theme house, students will be given more information about how to enroll in the class.

Events include a wide variety of leadership and community-building activities like dinners with faculty, study groups, and field trips.

Even though it's call the Global Environment Theme House, GETH residents actually live together on the Clark Kerr Campus (CKC) which is situated below the beautiful Berkeley hills on the southeast end of campus.

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

<http://themeprograms.berkeley.edu/geth.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information for this field was provided by the Global Environment Theme House organizers.

Score

0.00 / 4.00

Responsible Party

Kira Stoll

Director of Sustainability
Office of Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

Does the institution conduct an assessment of the sustainability literacy of its students (i.e. an assessment focused on student knowledge of sustainability topics and challenges)?:

No

Which of the following best describes the literacy assessment? The assessment is administered to::

Which of the following best describes the structure of the assessment? The assessment is administered as a::

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

A sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

A brief description of how the literacy assessment was developed and/or when it was adopted:

Not applicable.

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

Not applicable.

A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time:

Not applicable.

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

Additional documentation to support the submission:

Score	Responsible Party
2.00 / 2.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

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

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

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

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

Does the institution have an ongoing 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?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

For the last two years, UC Berkeley has operated a program to assist faculty in including sustainability in their curriculum. In the first year, in 2016, the program was offered to the UC system. In 2017/18 through a campus grant, the program was offered for a second time and plans are in the works to continue the training.

Initially, UC Berkeley worked with the UC Office of the President's Faculty Engagement and Education Working Group (FEWWG) to launch workshops and offer financial assistance to faculty to create sustainability-related courses on campus or incorporate sustainability concepts into existing curriculum. As part of the Office of the President's Carbon Neutrality Initiative, the program included holding a regular workshop for faculty members to help them create sustainability-related modules. The program also includes networking events to spur faculty and student dialogue around sustainability curriculum partnerships.

<https://sustainability.berkeley.edu/news/2017-faculty-curriculum-sustainability-workshop>

riculum

Some outcomes/courses impacted from the 2017/18 effort include:

- Twelve participants representing 12 departments participated in this program.
- Five of those departments worked within traditional sustainability fields, including environmental science, engineering and geography, while seven were non-traditional disciplines including social welfare, languages, writing and literature.

Examples of transformed courses

- Jacobs Institute Global Product Development
- GEOG C146, IB C100, EPS C100 Communicating Ocean Sciences to Informal Audiences
- College Writing R4B Stories of Sustainability
- SLAVIC 172 Topics in Bosnian/Croatian/Serbian
- HISTART 101 Theories & Methods for a Global History of Art
- SOCWEL 114 Practice in Social Work
- English 31AC Climate Change Fictions
- ESPM 50AC Introduction to Culture and Natural Resource Management
- SCANDIN 100B Intermediate Scandinavian Languages (Danish, Norwegian, Swedish)
- MSE 120 Materials Production
- MSE 130 Experimental Materials Science and Design

New classes developed out of this program

- HISTART 105 Eco Art: Art, Architecture, and the Natural Environment (Sugata Ray)
- MSE 24 Freshman Seminar (Matt Sherburne)

Number of students reached

- 753

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

The Green Initiative Fund, which is supported by self-assessed student fees, provided \$19,500 in 2017 to support the sustainability curriculum development program. Through the program, faculty members who participated in UC Berkeley's Faculty Curriculum Sustainability Workshop were offered \$700 for materials or student support in helping them develop their sustainability modules. In 2017, the UC Berkeley workshop targeted 15 faculty, and the follow-up networking event was attended by about 35 faculty. Building off the success of the previous year's Faculty Curriculum Workshop and Networking Events implemented at UC Berkeley, the program intended to keep faculty and students engaged in incorporating sustainability into the curriculum and increase the numbers of courses with sustainability content at UC Berkeley. As a result, that would increase the number of students educated in various aspects of sustainability.

As part of its Carbon Neutrality Initiative, the Office of the President provided additional incentives for sustainability coursework by offering the annual Faculty Climate Action Champion award, which came with a \$25,000 grant, to a faculty member who has performed "outstanding teaching, research and public service in the areas of climate change solutions, action and broad engagement." Faculty member Whendee Silver received this award for Berkeley and as part of her effort offered a seminar stars.aashe.org

focused on the Carbon Neutrality Initiative with student research in climate, food and environmental justice.

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

<https://sustainability.berkeley.edu/news/2017-faculty-curriculum-sustainability-workshop>

Additional documentation to support the submission:

[UCBerkeley-Faculty-Curriculum-Workshop-2017_FINAL_Report.xlsx](#)

Score

4.00 / 4.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

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

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under “Public Engagement”. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

Carbon Neutrality Initiative

The University of California Office of the President has launched a Carbon Neutrality Initiative pledging to make the university system carbon neutral by 2025. The university system launched the initiative by assembling a Global Climate Leadership Council bringing together top researchers across the system to propose concrete steps to reaching carbon neutrality on UC campuses. The system has also created a Carbon Neutral Initiative Student Fellowship Program supporting research advancing the university system's carbon neutrality goals.

https://sustainability.berkeley.edu/sites/default/files/uc_berkeley_2025carbonneutralityplanningframework_2016.pdf

CalCAP

The Cal Climate Action Partnership (CalCAP) is a collaboration of faculty, administration, staff and students working to reduce greenhouse gas (GHG) emissions and achieve carbon neutrality at UC Berkeley. In 2007, the initial work of CalCAP led then-Chancellor Robert Birgeneau to commit the campus to its first greenhouse gas emissions reduction target: to reduce GHG emissions to 1990 levels by the year 2014. Berkeley met this target in 2012, two years ahead of schedule and eight years ahead of UC Policy requirements and State of California goals. CalCAP is now working to achieve the UC systemwide goal of being carbon neutral from building energy use and from the fleet by 2025 - for Berkeley this will mean reducing our emissions by 80% in the coming decade. The Office of Sustainability and Energy coordinates CalCAP planning and reporting activities in consultation with the CalCAP Steering Committee and many campus faculty, staff and students engaged in climate initiatives.

<https://sustainability.berkeley.edu/calcap-about>

Cool Campus Challenge

In the fall of 2017, students, staff and faculty across the UC system took action in the Cool Campus Challenge (CCC) to reduce their carbon footprint in response to the pressing global issues of climate disruption and to help UC meet its commitment to be carbon neutral by 2025. The Cool Campus Challenge - a ten week long, friendly competition between all ten UC campuses - was created through a partnership between the University of California and the Renewable and Appropriate Energy Laboratory at UC Berkeley, led by Professor Daniel Kammen. At Berkeley 1,750 faculty, staff and students joined the challenge. Their collective actions will reduce 1,021,720 million of pounds of carbon emissions each year. UC Berkeley had particularly high involvement of teams based on campus departments and organizations and nominations of climate heroes. Challenge participants nominated 85 UC Berkeley students, faculty, and staff as climate heroes to honor stars.aashe.org

them for their efforts.

<https://www.coolcampuschallenge.org/>

Climate Readiness Institute

The mission of the newly founded Climate Readiness Institute (CRI) is to develop the cutting-edge climate science, adaptation strategies and mitigation tools needed to ensure a resilient, low-carbon Bay Area and beyond. The CRI brings together academics and practitioners to identify critical information gaps and policy challenges related to climate change. The institute also conducts scientific analyses of current and proposed adaptation strategies and assesses new mitigation strategies for reducing greenhouse gas emissions.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

The Green Initiative Fund (TGIF) provides institutional and financial support for the Building Sustainability at Cal program, which trains students to help reduce the environmental impact of campus buildings by identifying structural and operational changes and working to carry out those changes. Some projects within Building Sustainability at Cal help students earn LEED Certified credentials. The program also has helped implement the Green Paws Program that supports smaller-scale buildings (those that cannot be LEED Certified) on campus as they work to meet and surpass sustainability goals.

The Chou Hall Zero Waste Initiative Team brought students and staff together to help make UC Berkeley's newest building, Chou Hall in the Haas School of Business, the first business school building in the U.S. to produce no net waste for landfills. Becoming a Zero Waste Certified building required an early vision during design and now requires a dedicated team to engage with the building occupants to make it work.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

UC Berkeley launched a Carbon Neutrality Fellows program that supports students in researching sustainability options. The fellows then offer educational presentations about the science and effects of climate change, as well as ways to reduce personal energy consumption, in coordination with the UC-wide goal of becoming carbon neutral by 2025.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and

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applied research in relation to Food & Dining?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

The Green Initiative Fund supported two student projects relating to food and dining sustainability this past school year: reusable ware for the Department of Environmental Science, Policy and Management, and Cal Dining Rentable Reusables. The former focused on providing reusable and durable eating ware for use in Environmental Science, Policy and Management Department meetings and events to better align operations with the department's core values and also the external campuswide Zero Waste by 2020 goal. Cal Dining Rentable Reusables offers student organizations rentable reusable dining ware for campuswide meetings and events.

In other options implemented in Fall 2015, the Bulk Bins in Bear Market, Cub Market and the Golden Bear Produce Stand offer nutritious snack options without the overuse of packaging. The Bulk Bin project is a student-led initiative funded by The Green Initiative Fund.

The Food Recovery Program at UC Berkeley is a multi-stakeholder initiative that brings together cross-campus partners to address issues of food waste and food insecurity. Initiated by the Basic Needs Community in Fall of 2017, the program aims to divert excess wholesome and edible foods from the waste stream to food insecure individuals, which will significantly reduce food waste while also playing a role in immediate hunger relief efforts.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

During the 2017-2018 school year, The Green Initiative Fund helped facilitate three sustainable grounds projects: Herbicide Free Cal, Brown's Cafe Herbal Garden and Fannie Lou Hamer Garden. Student members of Herbicide Free Cal have spent the past year campaigning to stop the use of carcinogenic herbicides on campus as well as implementing unique signage to promote student engagement. Brown's Cafe Herbal Garden seeks to increase campus access to local herbs and aims to transform a beautiful area outside the College of Natural Resources into a student garden. The garden will work with Cal Dining and incorporate workshops to engage the campus in dynamic ways. Third, Fannie Lou Hamer Garden is a project from the fund's Environmental Justice Pilot Grant Cycle, which hopes to cultivate a student-led garden to provide fresh produce for students but also serve as a platform to address food insecurity and build a sense of community among East Bay African Americans.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

Parking at UC campuses is often in high demand among faculty, staff, researchers and students. Student and faculty researchers at UC Berkeley's Transportation Sustainability Research Center are studying whether car sharing could be part of the solution. Working with Zipcar, the group surveyed more than 10,000 students, faculty and staff using the service on campuses in the U.S. and Canada, with students making up the 90 percent of the respondents.

The findings were promising. Car sharing allowed 30 percent of students who lived on campus to leave their personal cars at home. Forty-two percent of car-share users on campuses said that they are less likely to buy a car in the next few years. In addition, car sharing helps reduce greenhouse gas emissions. The study found that the total number of miles driven was reduced by up to 5 percent, reducing emissions by as much as 2.6 percent.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

UC Berkeley has a unique and exciting opportunity to advance sustainability in the next three years – through strategic assessment and planning; implementing measures to reach zero waste and advance carbon neutrality; and, to more widely institutionalize sustainable practices and understanding. This project adds two key graduate and undergraduate student leadership positions to the Office of Sustainability team, to help us reach the next level of campus sustainability by 2020, and beyond. This project will support funding for two years: The project will start in June 2018 and finish in 2020. Upcoming, the office will produce sustainability plans (waste, water, transportation, and more) that will guide our direction for the next decade; piloting new zero waste efforts to reach zero waste by 2020; enhancing energy, green building and climate initiatives to support carbon neutrality by 2025; and, powering up community engagement and behavior change. The following describes the general responsibilities of these positions.

The Chou Hall Zero Waste Initiative Team, which includes staff and students, is helping the campus' newest building, Chou Hall at the Haas School of Business, become the nation's first business school building to produce zero net waste to landfills.

The student-managed ReUSE program operates 18 on-campus reuse stations for office supplies and the annual Second Chance clothing sales and reader giveaways. ReUSE projects reduce waste by 2-5 tons annually. The campus also works to reuse office supplies, equipment and vehicles through the Overstock and Surplus Den.

Finally, In efforts to better campus' waste management practices and improve waste-related knowledge and transparency, UC Berkeley affiliates are developing the capacity to process all of the campus' organic waste matter in-house. Due partially

to permitting restrictions, but also to ensure diverse methodology and research opportunities, the affiliate group will be introducing the following three different composting systems: 1) The first is an experimental aquaponics system, inspired by that at the California State University Sacramento. This innovative and newly developed system offers research opportunities on multi-trophic ecosystems, closed-loop systems and alternative gardening. 2) To better process the large amount of organic waste the campus produces, UC Berkeley affiliates will install an on-campus windrow composting system and organics sorting facility. Permitting restrictions limit the amount of organic matter allowed to be processed through the windrow system at any given time to 100 tons. 3) Since the campus produces more organic waste than can be processed through the windrow system alone, UC Berkeley affiliates will also install supplemental vermicomposting plots. This working group (consisting of representatives from UC Berkeley and Sacramento State) just submitted another grant application through CalRecycle. Funding from this grant would be applied towards constructing the windrow composting system and the aquaponics (MTSS) system.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

The Green Initiative Fund (TGIF) has funded several student-led projects this year in relation to water. Some examples include an extension of the previous Green Labs program; students wanted to address the massive amounts of water consumed by laboratory sterilizer equipment and are actively replacing an autoclave unit in the Life Sciences Addition (LSA) building as part of the campus' commitment to reducing its overall water usage. Another TGIF project is the transformation of Clark Kerr campus into a rain garden, aiming to reduce local flooding and runoff while also improving the water quality in the surrounding area.

The fund also provided more than \$34,000 to a student-led project seeking to eliminate single-pass water cooling systems. Scientific instruments that go to low temperatures generate large amounts of waste heat along the way. Water-cooling is the primary method used to cool such equipment. Water-cooling is often open loop (also called "single pass"), meaning all the cooling water used runs through the system only once, with a continuous supply and drain of water through the system, leading to enormous water waste. In contrast, recirculating water systems, which consist of a water chiller that uses common refrigerants to cool a recirculating, closed water loop, use the same quantity of water over and over again to continuously cool the system. Implementation of such systems will save tens of thousands of gallons of water per month, per recirculating system installed.

Finally, the Rainwater Harvesting Project was founded with the ideals of sustainability and conservation firmly rooted in mind. It aims to address two issues: UC Berkeley mostly uses municipally supplied water that is treated to the standards of drinking water for irrigation, while rainwater from many campus-building rooftops is diverted directly into Strawberry Creek without filtration. Additional money and energy resources are wasted when potable water is consumed for non-potable demands and excess chlorine from treated water runs off into the stream during rain events as well. This project will tackle such issues presented by creating a rainwater harvesting system along with a bioswale at the Hearst Field Annex Buildings to collect rainwater for irrigation and to filter storm water. Rainwater collected will be directly supplying for the 8,208-square-foot lawn at the center of Hearst Field Annex with the original municipal water as back-up supply.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

The past year, The Green Initiative Fund (TGIF) spearheaded environmental justice as an integral program component, as the campus adopted environmental justice as a sustainability project theme. Several projects funded by TGIF have addressed diversity and affordability, namely the Latinx and the Environment Resource Fair, Decolonize the Environment Workshop, and Environmental Education for Students of Color. The Latinx and the Environment Resource Fair provided a unique space for Latinx students to address pressing environmental issues related to Latinx students and how they are impacted by environmental issues. The resource fair also provided a platform for student organizations to build connections with other organizations off campus through a career fair and several panels. The Decolonize the Environment Workshops project is a series of workshops for the UC Berkeley community to educate and increase awareness about intersectionality in the environmental and sustainability fields. The Students of Color Environmental Collective is taking the lead on the Environmental Education for Students of Color project, which will be a conference with keynotes, panels and workshops from environmentalists of color, and will be open to other students in the larger community.

The African American Initiative works with a wide range of faculty, student and staff to support African American undergraduates, recruit more African American students, staff and faculty and generally improve the campus climate for African Americans.

<https://diversity.berkeley.edu/initiatives/african-american-initiative>

Similarly, the Chicanx Latinx Taskforce brought together students, administration and faculty to develop ways to improve the overall environment for Chicanx and Latinx students on campus. That included distributing a survey assessing the campus climate for students and identifying priorities for the administration to improve support and opportunities for Chicanx and Latinx students.

<https://diversity.berkeley.edu/about/committees-boards/chicanx-latinx-taskforce>

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

The Green Initiative Fund (TGIF) provides funding, via grants, for projects to students, faculty and others who improve and support UC Berkeley's campus sustainability efforts. TGIF allocates funds to projects that promote sustainable modes of transportation, increase energy and water efficiency, restore habitat, promote environmental and food justice and reduce the amount of waste created by UC Berkeley. Portions of the fund also support education and behavior change initiatives, student financial aid (via return to aid) and student internships. Students, faculty and staff may submit project proposals, which are selected for funding by the annually appointed TGIF Committee, consisting of students, faculty and staff, on which the students have the majority vote.

TGIF is administered by the TGIF Committee and the TGIF Coordinator. The Committee's voting members include one student representative each from the ASUC, the Chancellor's Advisory Committee on Sustainability, the Graduate Assembly and the general undergraduate student body, as well as by one representative each from Real Estate, Administration & Finance and the Faculty Senate. Non-voting members include a representative from the Committee on Student Fees, ex-officios from the Office of Sustainability and Construction & Design, and an ASUC Senator.

TGIF is funded by a \$6.00 per semester student fee, beginning in the fall of 2007 and persisting for 10 years. Student leaders created a massive and successful campus campaign, and the fee referendum was approved by the student body during the April 2007 elections of the Associated Students of the University of California. It received final approval by the Chancellor and UC Regents during the summer of 2007.

The fund has since been renewed for another 10 years. Since 2008, it has awarded more than \$2 million for 160 sustainability-related projects.

In 2013, The Green Initiative Fund was moved to the portfolio of the Student Environmental Resource Center (SERC), in recognition of TGIF and SERC's shared history as student-initiated sustainability-focused programs, and TGIF's reputation as a national model for campus green funds.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

Student engagement is considered essential to The Green Initiative Fund projects, and the fund requires applicants include some public engagement component in final applications. While many projects incorporate public engagement through an additional education campaign, two TGIF projects took their own unique approach to engaging the community in their sustainability projects.

The first project - Earth Action Initiative - is a graduate student-led conference that fosters a community of people who take direct climate action. Their conference implemented a climate art show to gather groups that may not regularly interact with climate and sustainability topics in the traditional sense.

The second project - the Residence Hall Education Program - sought to reach incoming first-year students by implementing a program in the residence halls during move-in, providing foundational knowledge of zero-waste and environmental sustainability for everyone.

Another example of a UC Berkeley public engagement project involved residents of Richmond, on the northeastern edge of San Francisco Bay, where climate change is expected to hit the city with rising sea levels, higher temperatures, flood risks and increased energy and water consumption. For help meeting these challenges, the city is turning to planning students at UC Berkeley. Jason Corburn, an associate professor with the Department of City and Regional Planning, in the College of Environmental Design, and at the School of Public Health, is leading the campus effort, which expands on the Richmond Health Equity Partnership, a city initiative to improve the health of Richmond residents.

Finally, the City of Oakland will be ground zero for the first urban sensor network to provide real-time, neighborhood-by-neighborhood measurements of carbon dioxide – a greenhouse gas that contributes to global warming – and other air pollutants. The prototype network, installed by student chemists at Berkeley will employ 40 sensors spread over a 27 square-mile grid, most of them mounted atop local schools to engage students in the project. The information the network will provide could be used to monitor local carbon dioxide emissions to check on the effectiveness of carbon-reduction strategies now mandated by the state.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

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

<http://tgif.berkeley.edu/index.php/funded-projects/grant-cycle/2018>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by Brian Gialketsis, interim director of The Green Initiative Fund, Sharon Daraphonhdeth at the Student Environmental Resource Center and other UC Berkeley sources.

Research

Points Claimed 17.33

Points Available 18.00

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

Credit	Points
Research and Scholarship	11.33 / 12.00
Support for Research	4.00 / 4.00
Open Access to Research	2.00 / 2.00

Score

11.33 / 12.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts sustainability research.

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

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

Total number of the institution's faculty and/or staff that are engaged in research (headcount):

1,248

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):

712

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :

57.05

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

168

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

conducts sustainability research:

112

Percentage of research-producing departments that are engaged in sustainability research:

66.67

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

[UCB Sustainable Research Survey Data.xlsx](#)

The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

The list of Principal Investigators engaging in sustainability research was taken from a count of all current sustainability research awards active within the past three years at UC Berkeley. The faculty and staff researchers include faculty from across campus as well as at the Lawrence Berkeley National Laboratory, which is run by UC Berkeley.

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

<https://spo.berkeley.edu/annual/16annual.pdf>

Additional documentation to support the submission:

[All Awards select keywords FY16 to date_Sustainability Office 080618 \(1\).xlsx](#)

Data source(s) and notes about the submission:

The information in this field was provided by the UC Berkeley Sponsored Projects Office.

Score

4.00 / 4.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

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

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

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :

Yes

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

The Undergraduate Research Apprentice Program (URAP) is designed to involve Berkeley undergraduates more deeply in the research life of the university. The program provides opportunities for students to work with faculty on the cutting-edge research projects for which Berkeley is world-renowned. One of the eight Areas of Interest is "Environmental Issues."

<http://research.berkeley.edu/urap/index.php>

UC Berkeley funds graduate research into sustainability through several channels. They include energy and environmental research conducted at the Lawrence Berkeley National Laboratory, which is run by UC Berkeley and employs a wide range of Berkeley graduate students. Additionally, The Green Initiative Fund finances sustainability research initiatives such as the Gill Tract Farm Student Initiative, which teaches and advances sustainable farming practices. Finally, individual labs on campus have helped graduate students apply for National Science Foundation and other funding and otherwise directed university research dollars to a wide range of sustainability research, including the Global Policy Lab and the Climate Impact Lab, which is conducting pioneering research into the global economic and social impacts of climate change.

Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:

Yes

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

Several organizations and programs at UC Berkeley support and incentivize faculty applying for external sustainability research funding.

The California Institute for Energy and Environment conducts public-interest energy research and implements energy research programs involving experts at the University of California, other universities, government, industry and nonprofit groups. CITRIS and the Banatao Institute also leverage research conducted at four Northern California UC campuses to develop sustainability-related applications, platforms, companies and new industries.

Until 2016, the Berkeley Energy & Climate Institute, which has since consolidated with the California Institute for Energy and Environment, also funded the Energy and Climate Research Innovation Seed Fund program, which sought proposals to advance UC Berkeley research in renewable energy and energy efficiency. The fund included a special interest in multi-disciplinary projects that address current gaps in the scientific, technological and policy areas of Berkeley's renewable energy portfolio as well as projects to further define the frontiers of energy science and policy and have strong potential for scalability and implementation.

Other UC Berkeley organizations that support sustainability research include the Energy and Resources Group (ERG), an interdisciplinary program that connects academia, government, industry and civil society in international sustainability research. ERG faculty work with graduate students across campus and with the Lawrence Berkeley National Laboratory on a range of energy and sustainability research.

Additionally, the Energy Institute at the Haas School of Business brings together research and curricular programs on energy business, policy and technology commercialization. In particular, the institute works with scientists to commercialize promising energy technologies.

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

Yes

A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

UC Berkeley is a strong supporter of interdisciplinary research, as evidenced by the creation of organized research units (ORUs) and centers on campus, several of which are related to energy, environment and climate.

Further information on purpose and policies regarding ORUs can be found here:

<https://vcresearch.berkeley.edu/research-policies/oru-policy-procedure>

Information about research programs are here:

<https://vcresearch.berkeley.edu/research-units>

<https://vcresearch.berkeley.edu/energy>

As part of UC Berkeley's policy to promote interdisciplinary research, review committees for faculty promotion and tenure are instructed to use flexibility in evaluating work that "departs markedly from established academic patterns."

The policy reads: "In evaluating the candidate's qualifications within these areas, the review committee shall exercise reasonable flexibility, balancing when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. The review committee must judge whether the candidate is engaging in a program of work that is both sound and productive. As the University enters new fields of endeavor and refocuses its ongoing activities, cases will arise in which the proper work of faculty members departs markedly from established academic patterns. In such cases, the review committees must take exceptional care to apply the criteria with sufficient flexibility."

Does the institution have ongoing library support for sustainability research and learning?:

Yes

A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:

UC Berkeley libraries offer a wide range of support for sustainability research and learning.

The library system designates a subject specialist for faculty and students in each campus department and program. As liaisons to the department, the subject specialists:

Provide information on library policies and procedures.

Offer specialized reference consultations.

Teach classes and individuals how to maximize use of library resources for research.

Purchase library materials such as books, journals and data sets.

In addition, specialists are available for areas such as natural resources, energy, environmental engineering and earth and planetary science.

The libraries also provide Research Subject Guides for a similar list of subject areas. In addition are specific Course Guides, including for Strategic Corporate Social Responsibility.

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

<https://vcresearch.berkeley.edu/energy>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the Berkeley Energy & Climate Institute, the UC Berkeley library system and the Berkeley Research Development Office.

Score

2.00 / 2.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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

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

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

How many of the institution's research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):

All

Which of the following best describes the open access policy? (Mandatory or Voluntary):

Mandatory (or mandatory with a waiver option)

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:

Yes

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

The University of California (UC) is covered under two explicit Open Access policies. First, the "Open Access Policy for the Academic Senate of the University of California" was adopted on July 24, 2013 and applies to all members of the UC Academic Senate. This open access policy was established with the wish that the UC disseminate its research and scholarship (its "works") as widely as possible. As members of a public university system, faculty of the UC wish to make stars.aashe.org

their works freely available to California and the world. Another Open Access policy, titled "Presidential Policy on Open Access for University of California Authors who are not Members of the Academic Senate," covers all UC employee authors who are not members of Academic Senate. The Policy was adopted by the UC Office of the President on October 23, 2015. Both of these policies stipulate that all authors will submit their work to UC's institutional repository, eScholarship, by the date of their work's publication. eScholarship is free to view and accessible to all. Faculty members of the Academic Senate may delay (embargo) or forfeit (waive) availability of their work, but must proactively do so on an article-by-article basis. Authors who are not members of the Academic Senate may embargo an article, or may waive an article's submission to eScholarship by displaying "compelling circumstances," again on an article-by-article basis. The University of California Publication Management System has been created to facilitate authors' submission of their work to eScholarship through a convenient online and email system and is currently used by UC. UC and its faculty and staff support open access to research to facilitate the scholarly and scientific growth and advancement of ideas worldwide.

A copy of the institution's open access policy:

The institution's open access policy:

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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

Preamble

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

Grant of License and Limitations

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

Scope and Waiver (Opt-Out)

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

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

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

Oversight of Policy

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

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

Link to the policy @

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

UC Presidential Open Access Policy

Issued October 23, 2015

I. Policy Summary

The University of California is committed to disseminating its research and scholarship as widely as possible. In particular, as a public university system, the University of California is dedicated to making its scholarship available to the people of California. Furthermore, the University of California recognizes the benefits that accrue to its authors as individual scholars and to the scholarly enterprise from such wide dissemination, including greater recognition, more thorough review, consideration, and critique, and a general increase in scientific, scholarly, and critical knowledge. The University of California further recognizes that by such policies, authors of scholarly articles can more easily and collectively reserve rights that might otherwise be signed away, often unnecessarily, in agreements with publishers. To accomplish this, authors take advantage of US copyright law to grant to the University a non-exclusive license (limited to the purpose of making the work openly available) for each scholarly article authored while employed by UC. The Academic Senate has already taken this step for all of its members by adopting an open access policy on July 24, 2013.

The policy in this document extends the same opportunity to all non-Senate members of the University of California community who author scholarly articles (defined herein as "University Authors"). The policy allows non-Senate authors of scholarly articles to maintain legal control over their research articles while making their work freely and widely available to the public. To achieve this, the policy commits University Authors to deposit a version of each scholarly article in a digital repository. The deposited work will be made freely and openly available to the public, unless the author obtains a waiver. The policy also takes the extra step of defining procedures that implement this policy uniformly for all University of California employees, including all Academic Senate members. Finally, it outlines procedures that should be followed if the Academic Senate changes its policy in ways that affect the congruence of the Senate policy with this Presidential policy.

II. Definitions

Academic Senate Authors: Authors of scholarly articles who are members of the systemwide Academic Senate. For a list of titles conferring membership in the Academic Senate, see Regents Standing Order 105.1 and the Academic Personnel Manual, Section 110-4(4) (APM – 110-4, Academic Personnel Definitions).

Copyright: Rights as defined by US Copyright Law (Title 17 of the United States Code), and further specified by the 1992 University of California Policy on Copyright Ownership or any amendments to that policy, or its successor, see

<http://policy.ucop.edu/doc/2100003/CopyrightOwnership>

Embargo/Delay of Access: The amount of time before a scholarly article will be made available after it is accepted by a publisher. Under this policy, authors may specify an embargo of any length, or honor a publisher's request for one.

Employees: All faculty, academic appointees (includes academic administrative officers, Cooperative Extension and University Extension appointees, librarians, residents, interns, and postdoctoral scholars), students who are employed by UC, staff, and administrators who are paid a salary, stipend, or hourly rate, excluding those holding "Without Salary" appointments, volunteers, and recalls.

Executive Officers: The President of the University of California, the Provost and Executive Vice President for Academic Affairs, the Chancellors of the UC campuses, the Director of the Lawrence Berkeley National Laboratory, and the Vice President of Agriculture and Natural Resources.

Final Version: An author's final revised version of a scholarly article, generally post-peer reviewed, but not necessarily the typeset publisher's copy, unless allowed by the publisher.

License or Copyright License: A grant of rights made in accordance with Copyright Law (USC Title 17), allowing specified uses of a copyrighted work.

Open Access: The free availability of scholarly literature on the public internet, permitting users to read, download, copy, distribute, print, search, or link to the full texts of articles for any lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet.

Open Access Repository: Any digital archive or platform designed to make articles freely available via the internet with clearly defined legal restrictions on their use or circulation. The California Digital Library's eScholarship platform is the default repository for this policy.

Scholarly Articles: Published research articles in the broadest sense of the term. A narrower term could have the effect of excluding works published in a certain format, discipline or practice. For example, the term "scholarly journal articles" might exclude those who publish in edited volumes; the term "peer-reviewed scholarly articles" might exclude law reviews which are reviewed by students or by editorial collectives.

Student: An individual for whom the University maintains student records and who: (a) is enrolled in or registered with an academic program of the University; (b) has completed the immediately preceding term, is not presently enrolled, and is eligible for re-enrollment; or (c) is on an approved educational leave or other approved leave status, or is on filing-fee status. This definition applies to undergraduate, transfer, graduate academic, and graduate professional students.

University of California: The "University of California" refers to The Regents of the University of California.

University Authors: Non-Senate employees and students of the University of California who author scholarly articles while employed by the University of California. University Authors are covered by this policy whether or not they own the copyright in an article, in accordance with the 1992 University of California Policy on Copyright Ownership or any amendments to that policy, or its successor,
see

<http://policy.ucop.edu/doc/2100003/CopyrightOwnership>

Waive/Opt out: To waive or opt out, means to decline to grant the University the license described in section III.B.1 below.

III. Policy Text

This policy does not apply to any members of the Academic Senate, who are covered by the Open Access Policy passed by the Academic Senate of the University of California on July 24, 2013, see

<http://uc-oa.info/policy-text/systemwide-senate/>

. Procedures to be followed if the Academic Senate changes its policy are outlined in Section IV.D. below. A. General This Open Access Policy allows University Authors (see Section II for definition of University Authors) to maintain legal control over their research articles while making their work freely and widely available to the public. The policy does not require University Authors to publish in open access journals, or to pay fees or charges to publish; it commits the University and University Authors to deposit a version of each article in a digital repository. The deposited work will be made freely and openly available to the public, unless the author obtains a waiver.

This policy covers two classes of University Authors:

Section III.B. covers University Authors who do own the copyright to their works, as specified in the 1992 UC Copyright Policy or its successor. University Authors who own the copyright to their works may waive the license in B.1 below, or request an embargo as specified in sections V.B. and V.C. below.

Section III.C. covers University Authors who do not own the copyright to their works, as specified in the 1992 UC Copyright Policy or its successor. University Authors who do not own the copyright to their works may not waive the license in B.1 below, but may request an embargo as specified in V.C below.

B. University Authors Who Own the Copyright to their Scholarly Works

1. Grant of License and Limitations

Each University Author grants to the Regents of the University of California a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, and to authorize others to do the same, for the purpose of making their articles widely and freely available in an open access repository. This policy does not transfer copyright ownership, which remains with University Authors under existing University of California policy.

2. Scope and Waiver (Opt-Out)

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

3. Deposit of Articles

To assist the University in disseminating and archiving the articles, University Authors are expected to help the University obtain copies of the articles. Specifically, each author will provide an electronic copy of his or her final version of the article to the University of California by the date of its publication for inclusion in an open access repository. When appropriate, a University Author may instead notify the University of California if the article will be freely available in another repository or as an open access publication.

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

C. University Authors Who Do Not Own Copyright in their Scholarly Works

The University recognizes that members of the University community who do not own their copyrights under the 1992 University of California Policy on Copyright Ownership may also be authors of scholarly articles. In these cases, the University will promote open access in accordance with Section B above. Specifically, the University will retain the right to make such articles available in an open access repository. Upon request by the author, the University will grant an embargo period, as described in Section V.C. below. Upon a showing of compelling circumstances, the University may grant a waiver, as described in Section V.B. below. These authors must also deposit a copy of the final version of each article for inclusion in

an open access repository, as described in Section B.3 above and Section V.A. below.

IV. Compliance/Responsibilities

A. Authority

The Provost and Executive Vice President for Academic Affairs is the Responsible Officer for this policy and has the authority to implement the policy and to develop procedures or other supplementary information to support implementation. S/he will work with the California Digital Library (CDL), which has responsibility for 1) coordinating, with the locations, systemwide processes for deposit; and 2) managing software for harvesting, waivers, embargoes, and deposits. As the Provost's designee, the Vice Provost for Academic Personnel and Programs has responsibility to manage issues of policy interpretation, in consultation with stakeholders.

The Executive Officer at each location is authorized to establish, and is responsible for, local communication about the policy using existing committees, councils, and mechanisms.

B. Revisions to the Policy

The President has the authority to approve revisions to this policy upon recommendation by the Provost and Executive Vice President for Academic Affairs.

The Provost and Executive Vice President for Academic Affairs has the authority to initiate a review of the efficacy of this policy and to initiate revisions to this policy.

C. Compliance with the Policy

As the Provost and Executive Vice President for Academic Affairs' designee, the Vice Provost for Academic Personnel and Programs is responsible for the administration of this policy. S/he will work with the California Digital Library (CDL), UC Libraries and the Office of Scholarly Communication to obtain data or other information to inform assessment of the policy.

The Executive Officer at each location will designate an office or individual to assess policy use and compliance. The Executive Officer is accountable for ensuring that local communication and interpretation are consistent with this policy.

D. Coordination with the Academic Senate Open Access Policy

The Provost and Executive Vice President for Academic Affairs has the authority to determine the process to be followed in the event that the Academic Senate updates or changes its open access policy (adopted July 24, 2013) in ways that affect the congruence of the Senate policy with the Presidential policy.

V. Procedures

In support of this policy and of the Open Access Policy adopted by the Academic Senate on July 24, 2013, the following procedures will be implemented to allow all authors (Senate, Non-Senate or otherwise) of scholarly articles at the University of California to make their works openly available.

A. Deposit a Scholarly Article in the UC Open Access Repository

All Academic Senate authors and all University Authors may make a final version of their articles publicly and freely available by depositing them in the University of California's "eScholarship" digital repository via

<http://uc-oa.info/deposit/>

This policy commits all University Authors to deposit a final version of their articles in the UC eScholarship digital repository or another open access repository by the date of publication, to the extent practicable, even if they choose to waive the license grant to the University. Academic Senate authors will be encouraged to deposit articles in the UC eScholarship digital repository even if they choose to waive the license grant to the University. If any University Author or Academic Senate author specifies an embargo (section V.C. below), the author may deposit the article either by the date of publication or by the date the embargo period expires.

B. Generate a Waiver

By their own choosing or upon request from a publisher, all Academic Senate authors and University Authors who own their copyright to a given article may waive the grant of license to the University described in section III.B.1 above. To do so, an author simply has to generate a waiver at the University of California's Office of Scholarly Communication website (

stars.aashe.org

<http://uc-oa.info/waiver-embargo-addendum/>

).

C. Specify an Embargo Period

By their own choosing or upon request from a publisher, all Academic Senate authors and University Authors may delay the date of appearance of their articles ("embargo" the article). To do so, an author simply has to specify the embargo period (usually six or twelve months) at the Office of Scholarly Communication website (

<http://uc->

[oa.info/waiver-embargo-addendum/](http://uc-oa.info/waiver-embargo-addendum/)) or during the deposit process.

D. Choose a License

At the time of deposit, all Academic Senate authors and University Authors may choose whether to share their work under one of the available Creative Commons licenses, some of which allow commercial reuse and some of which do not (

<https://creativecommons.org/licenses/>

).

E. Obtain an Addendum

Although not necessary, all Academic Senate authors and University Authors may request an Addendum for each article to be provided to publishers at the time of signing their author agreement. The Addendum notifies the publisher that the article is subject to either the Presidential Open Access Policy or the Academic Senate Open Access Policy. Addenda can be requested at UC's Office of Scholarly Communication website,

see <http://osc.universityofcalifornia.edu/open-access-policy/waiver-embargo-addendum/>

The website URL where the open access repository is available:

<https://escholarship.org/>

Estimated percentage of scholarly articles published annually by the institution's faculty and staff that are deposited in a designated open access repository (0-100):

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

The Academic Senate of the University of California adopted an Open Access Policy on July 24, 2013, ensuring that future research articles authored by faculty at all 10 campuses of the University of California will be made available to the public at no charge. A precursor to this policy was adopted by the UC San Francisco Academic Senate on May 21, 2012.

On October 23, 2015, a Presidential Open Access Policy expanded open access rights and responsibilities to all other authors who write scholarly articles while employed at the University of California, including non-senate researchers, lecturers, post-doctoral scholars, administrative staff, librarians and graduate students.

Pursuant to these policies, UC Berkeley faculty, staff, students and departments can make a copy of their scholarship available in the UC's open access repository, eScholarship.

UC Berkeley also supports open access to research through Library funds and endeavors to support open access publishing. The Berkeley Research Impact Initiative (BRII) reimburses article processing charges (APCs) and other Open Access publication charges on behalf of affiliated authors who publish open access articles and monographs. BRII also provides funding for campus-based publishers of open access journals. The Library has also negotiated APC discounts and waivers through memberships and licenses with certain publishers. Efforts to support sustainable OA publishing extend into the Library's acquisitions and collections policies through making open access books, articles and other media available in the Library catalog and assessing opportunities for resource allocation toward OA materials and partnerships.

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

<https://osc.universityofcalifornia.edu/open-access-policy/policy-text/systemwide-senate/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information for this field was provided by the UC Berkeley library system.

Engagement

Campus Engagement

Points Claimed 15.52

Points Available 21.00

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.

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

Credit	Points
Student Educators Program	0.77 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	1.50 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	1.25 / 2.00

Score

0.77 / 4.00

Responsible Party

Kira Stoll

Director of Sustainability
Office of Sustainability

Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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

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

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

Number of students enrolled for credit (headcount):

42,103

Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):

8,065

Percentage of students served by a peer-to-peer educator program:

19.16

Name of the student educators program:

stars.aashe.org

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

8,065

A brief description of the program, including examples of peer-to-peer outreach activities:

The Residential Sustainability Program's mission is to introduce on-campus residents to the importance of cultivating sustainable lifestyles and to support them with the right resources. Created seven years ago to assist residential managers in developing sustainable environments within the residence halls, RSP uses paid and volunteer students to educate their peers on how to contribute to the creation of a sustainable environment on campus. They also collaborate with campus and departmental partners – for example, working with Cal Dining to experiment with a “Meatless Mondays” concept to raise awareness about factory farming and to promote a meatless diet for residents. They are among the first to introduce new students to our sustainability programs and take that responsibility seriously. The number of students served reported above includes students in the on-campus residence halls.

A brief description of how the student educators are selected:

Coordinators and Educators apply for the positions. Residential Sustainability Program volunteers are appointed in the beginning of the academic year for a two-semester term. We currently have 18 students directly involved with the group. These students plan programs, post newsletters and undertake other initiatives that serve the entire residential population.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:

Volunteers meet with facility managers to discuss pertinent issues and awareness programming and attend bimonthly meetings with the campus-hired Residential Sustainability Program supervisors within Campus Recycling and Refuse Services and the rest of the RSP team. Together they design outreach, implement ideas and get the word out to residents that preserving the environment is important.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):

Coordinators and Educators are paid positions, funded by Cal Housing. As described above, the volunteers regularly consult with facility managers to discuss their work.

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

Nature Village (University Village Family Housing)

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

974

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

Nature Village is a peer to peer sustainability education program set in family student housing.

<http://serc.berkeley.edu/nature-village/>

The Nature Village Team, in partnership with campus and student staff from The Green Initiative Fund, the Student Environmental Resource Center, Campus Recycling & Refuse Services and Residential & Student Service Program, have completed many projects and events since Nature Village's founding in 2012. Examples include:

End the Cycle Laundry Project: distributes drying racks to residents and puts water & energy conservation stickers on all the Village's washers and dryers

The Water Project: installs low-flow shower valves in Village apartments

The Waste Management Project:
recycles e-waste at the University Village Office
provides individual and large-scale composting across the Village
updates the trash/recycling enclosures and adds new signage

The Bike Project:
includes resident bike rides led by Nature Village volunteers
has added a bike fix-it station
hosts educational bike events at the Village

Nature Sundays: monthly sustainability education events at the Village
Move-In/Move-Out Guide developed
Yard Sales, Eco Movie Nights, Village Festival
Green Family Ambassador Program

Nature Village launched a partnership with Imperfect Produce to sell Community Supported Agriculture (CSA) boxes to University Village residents and address food insecurity and food waste issues. Imperfect Produce products are usually disposed of because of their appearance. These CSA boxes are sold for \$12 each and feed a household of 3-4 people for a week.

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

Nature Village is a multidisciplinary group of University Village resident volunteers and campus sustainability students, staff and organizations working towards the goal of building a sustainable community at UC Berkeley's family housing complex. Student educators already live at University Village and step forward to volunteer their services and work with campus staff.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):

The Student Environmental Resource Center coordinates the ongoing training of the student educators and resident educators. The training occurs as needed when new people join the leadership team.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):

Nature Village began as a 2012 Green Initiative Fund project and was transitioned to the Student Environmental Resource Center Initiative beginning fall 2014.

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

DeCal

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

3,500

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

The DeCal Program (or just DeCal) is an aggregate of student-run courses at the University of California, Berkeley where students create and facilitate their own classes on a variety of subjects, many of which are not addressed in the traditional curriculum. In the last completed school year, about a dozen DeCal classes addressed sustainability issues.

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

A faculty member sponsors a student's course as a 98/198 section. That faculty member, as far as the computer systems and transcripts are concerned, is the "instructor of record." The student that runs the course can be viewed as the delegated instructor for the faculty sponsor. The responsibility of such courses rests on the department chair, faculty member and student facilitator, who all sign a contract of understanding before the DeCal is reviewed by the Courses of Instruction/Academic Senate.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):

All new facilitators must attend a workshop offered through the Student Learning Center. The workshops include the following titles:

"Take Action: Thoughtful & Identity-Conscious Facilitation": Bears That Care and Undergraduate Course Facilitator Training & Resources have teamed up to bring you an additional offering for training! In this workshop, we will explore ways to navigate the unique position DeCal facilitators occupy as both peers and educators to create an inclusive learning environment in your DeCal classroom.

"Cultivating Teaching Habits that Enhance Student Learning": This workshop examines teaching behaviors that hinder student learning and explores strategies for cultivating alternative habits to optimize student success.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):

The Undergraduate Course Facilitator Training & Resources (UCFTR) are trained, professional staff hired by the UC to help student instructors. The staff can help at any stage of the process: finding a sponsor, writing a syllabus, forming a lesson plan, dealing with student complaints, etc.

A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:

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

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Total number of degree-seeking students includes all full-time undergraduate and graduate students in 2017.

The student count listed in the DeCal field came from an estimate on the DeCal website that 3000 to 4000 students participate every semester in DeCal classes.

Score	Responsible Party
2.00 / 2.00	Kira Stoll Director of Sustainability Office of Sustainability

Criteria

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

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

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

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability? :

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Cal Zero Waste and Cal Dining have provided during the Golden Bear Orientation zero waste breakfasts and lunches throughout the entire orientation.They have also provided information about sustainable food systems and reducing food

waste during the first meal of the week so that students can learn about sustainable food while enjoying it. This service benefited over 10,000 students and orientation staff.

During Golden Bear Orientation, students can also hear from sustainability departments around campus as part of the campus resource fair. The departments inform students about sustainability activities, programs and resources around campus.

All new undergraduates had to complete an on-line orientation, Golden Bear Prep, that includes information on campus sustainability:

<https://orientation.berkeley.edu/before-you-arrive/golden-bear-prep>

Graduate students participate in orientations as well that include the GradFest, a collaborative student activities and resource fair that includes the Office of Sustainability and the Student Environmental Resource Center. In 2018 the orientation is going paperless – students can download The GradBook on the UC Berkeley Events App to get access to the NGSO schedule, handouts, and graduate events year-round.

<http://grad.berkeley.edu/news/headlines/arrive-orient-and-go/>

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

<http://calso.berkeley.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the UC Berkeley Student Environmental Resource Center.

Score

2.00 / 2.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

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

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

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

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

Does the institution have one or more active student groups focused on sustainability?:

Yes

A brief description of active student groups focused on sustainability:

UC Berkeley offers more than 45 student sustainability related groups. They include:

The ASUC Department of Sustainability serves as the bridge between student government, faculty, staff, administration, on-campus student organizations and off-campus organizations. The main function is to help students navigate the ASUC space (i.e., bill writing), develop and carry out environmental projects and programs and serve as a facilitator for all sustainability-oriented initiatives on campus.

ASUC Sustainability Team (STeam)

<https://www.facebook.com/groups/CalSTeam/>

The ASUC Sustainability Team, or STeam for short, is Berkeley's most prominent multi-issue environmental club. As a team, we create and implement a variety of projects that help establish sustainable practices and promote environmental awareness on campus. Project groups within STeam focus on areas from renewable energy to water usage, and we have a great time doing it! Leadership is shared throughout the organization, and for nearly ten years we have worked as a tightly knit unit to accomplish our goals.

Berkeley Energy and Resources Collaborative (BERC)

<http://berc.berkeley.edu/>

BERC is a multidisciplinary network of UC Berkeley students, alumni, faculty, industry professionals and advisors who seek to turn world-leading research into world-changing solutions by tackling tough and timely energy and environmental challenges.

More specifically, BERC's mission is to connect, educate and engage its members to foster innovation and action. To that end, BERC:

Connects nearly 3,000 members as a part of a broad, cross-disciplinary network of students, faculty and professionals in the fields of energy and resources;

Educates students about cutting-edge work in energy and resources through organizing events, lectures and treks; and

Engages members by providing opportunities to address global energy and resources issues and collaborate on real-world projects.

Berkeley Energy and Resources Collaborative Undergraduate (BERCU)

<http://www.facebook.com/bercundergrad>

Establishes discussion about energy and resources and provide an opportunity for thinking, connecting and sharing on those issues.

Berkeley Environmental Economics and Policy Students (BEEPS)

BEEPS brings together students of the EEP major through conceptualizing, collaborating, networking, learning and socializing.

Berkeley Organization for Animal Advocacy (BOAA)

<http://calboaa.webs.com/>

The Berkeley Organization for Animal Advocacy is the campus' only social justice group dedicated to raising awareness about issues of animal oppression. We, at BOAA, firmly stand against the abusive, gendered and exploitative nature of the treatment of animals in our society. We believe that the ills of factory farming are felt not only by non-human animals, but also by the environment, people of color, low income people and the health and culture of our society. As a group, we are dedicated to raising awareness and promoting compassionate, socially just, and sustainable diets, and advocating for the liberation of animals, people and the environment from systems of human oppression.

Berkeley Student Food Collective (BSFC)

<http://www.foodcollective.org/>

Eat, Educate, Empower: The Berkeley Student Food Collective works to provide healthy, sustainable and affordable food for the East Bay community. A nonprofit volunteer-run grocery collective, the BSFC is a local hub for both leadership development and food-related education for its members.

Berkeley Water Group

<https://www.facebook.com/berkeleywatergroup>

The Berkeley Water Group, now in its third year as an IdeaLab, focuses on issues, projects and ideas related to clean water, sanitation, hygiene and international development. The group links undergraduates with graduate student mentors and faculty; supports student work for the Big Ideas competition and other social ventures; collaborates with faculty to start a Water Science, Sustainability and Policy minor; launched a weekly digital newsletter on water news and employment opportunities; forges new relationships between campus and community entities; and is working to produce an academic journal with student papers on water-related topics.

Biofuels Technology Club

<https://btc.berkeley.edu/>

The club is a student organization inspired by the unbounded potential and sustainability of biofuel technologies and driven to explore beyond classroom theory. Its dream is to utilize all the biowaste streams of UC Berkeley by implementing cutting-edge biofuels research into a scaled bioenergy manufacturing plant and ultimately bring clean and renewable energy back into UC Berkeley and the surrounding city.

Boalt Environmental Law Society

stars.aashe.org

<http://els.boalt.org/>

The society aims to promote awareness of environmental concerns, issues and problems within the legal community; provide law students with opportunities to engage in legal outreach, supervised by environmental law faculty members; enhance the law school experience for students interested in environmental issues confronting California, the United States and the world.

Building Sustainability at Cal (BS@C)

<https://www.facebook.com/BuildingSustainabilityAtCal>

The Building Sustainability @ Cal Program trains and utilizes students to help reduce the environmental footprint of campus buildings by educating building inhabitants and identifying structural and operational changes that can be made to buildings and the campus as a whole.

BS@C meshes the academic and the operational aspects of the university and is a unique collaboration of students, faculty and staff. The program works closely with Capital Projects, the Office of Sustainability, Physical Plant■Campus Services and other relevant campus entities.

Cal Dining Sustainability Team

<https://www.facebook.com/caldining>

We are a team of 4-5 student interns responsible for proposing and developing new sustainability programs, coordinating educational events and projects, monitoring sustainability in the dining commons and working with other campus sustainability groups. We are devoted to making Cal Dining as sustainable as can be while working towards the UC-wide goal of Zero Waste by 2020.

Cal Environmental Team

<https://enviroteam.berkeley.edu/>

Cal Environmental Team is a civil engineering competition team that participates in an annual wastewater treatment competition. Given a scenario, the team designs and builds a sustainable wastewater filter using only common household materials.

California Public Interest Research Group (CALPIRG)

<https://www.facebook.com/berkeleycalpirg>

CALPIRG Students is an independent statewide student organization that works on issues such as environmental protection,

stars.aashe.org

consumer protection, and hunger and homelessness. For nearly 35 years, students with their campus PIRG chapters have been making a real difference in people's lives and winning concrete changes to build a better world.

We give students the skills and opportunity to practice effective citizenship. Both here on campus and out in the world, we mobilize students to investigate big social problems, come up with practical solutions, convince the media and public to pay attention and get decision-makers to act.

California Student Sustainability Coalition (CSSC)

<http://www.sustainabilitycoalition.org/about/contact-us/>

The California Student Sustainability Coalition (CSSC) is a network of students across University of California, California State University and California Community Colleges campuses working to unite and empower California's community of higher education to collaboratively and nonviolently transform ourselves and our institutions based on our inherent social, economic and ecological responsibilities. CSSC offers biannual student convergences, internship and job opportunities, as well as ways to get involved in the larger statewide sustainability movement through various campaigns.

Climate and Health IdeaLab (CHIL)

<https://www.facebook.com/chilberkeley/>

Interested in climate change, public health, global health or protecting vulnerable populations? Looking for a space to think creatively about developing climate policy or effectively communicating climate change concepts? The Climate Change and Health IdeaLab (CHIL) is a collaboration at UC Berkeley focused on research-sharing and innovation around these issues. By bringing together students, researchers, practitioners, groups and projects, we are reshaping the dialogue around climate change and health; and inspiring new policies to significantly mitigate climate change while protecting the health of the most vulnerable—through innovations in climate models, groundbreaking research on the health effects of pollutants, new designs for more energy efficient technologies, policy analysis on land use and efforts to more effectively communicate the co-benefits of climate change mitigation.

Common Cause of Berkeley

<https://www.facebook.com/berkeleycommoncause/>

Common Cause of Berkeley is a campus group under the umbrella of Common Cause, a national interest group dedicated to making government more open, accountable and responsive to the public. We are a nonpartisan political group that does not directly advocate for policy issues. Rather we advocate for simply making government work better. Whatever your particular political goals are, whether it be expanding renewable energy or legalizing gay marriage or increasing access to financial aid, the issues that Common Cause advocates will almost certainly help you achieve your goals by allowing you to work with a government that is more transparent and responsive to the public and less indebted to wealthy interests. Since we are a student group, we particularly focus on advocating for good government reform that increases the accessibility and responsiveness of government to students.

Conservation & Resource Studies Student Organization (CRSSO)

<https://nature.berkeley.edu/crссо/>

The purpose of CRSSO is to foster community among past, present and future Conservation and Resource Studies majors by providing academic support, networking, volunteer and social opportunities.

Engineers for a Sustainable World at Berkeley

<https://www.facebook.com/groups/1525670277648596/>

The mission of ESW-Berkeley is to forge innovative, lasting solutions to local and global sustainability challenges. To accomplish this mission, we design and implement sustainable projects, educate and train individuals and organizations on sustainable policies and practices and work to build a global network of communities with a shared culture of sustainability.

Environmental Consulting Group (ECG)

<https://www.facebook.com/groups/1549087978643552/>

ECG consults with corporations on their corporate social responsibility & environmental education pages. The first consulting project is developing a webpage that is interactive, graphically inviting and a part of an LED marketplace that is being marketed to millions of Americans. The page will explain what is happening to our environment and share interactive diagrams and graphs that will provide consumers easy to understand knowledge about environmental stewardship. Each team member will network with company leaders, managing directors of banks and global research institutes.

Environmental Science Student Association (ESSA)

<https://www.facebook.com/ESSAcal/>

The mission of ESSA is to bring together students from the environmental community in a welcoming social environment. Students from the Environmental Science major are strongly encouraged to join but students from every major are welcome. ESSA events include short hikes (Indian Rock, Botanical Garden, Tilden), camping (Big Sur, Yosemite), local community service (Strawberry Creek restoration, Berkeley Project, beach cleanup), academic advising (Telebears meeting near registration time) and other social events. We are always open to suggestions. Meetings are biweekly at 5pm in 260 Mulford – the day of the week varies by semester.

Feeding Forward

<https://www.facebook.com/FeedingForward>

We connect those with excess food to feed those in need through technology. Our mobile platform enables businesses and companies to post donations that are instantly matched and delivered to human service organizations (food banks, homeless shelters, soup kitchens, etc.) in need. Find out more about us at

feedingforward.com

and follow us on Facebook and Twitter!

Fossil Free Cal (FFC)

<http://www.fossilfreeuc.org/divest/uc-berkeley-cal>

At Fossil Free Cal, we know that the fossil fuel industry is both driving catastrophic climate change and harming communities through the extraction and burning of coal, oil and natural gas. Our campus' campaign is calling on UC Berkeley and the UC system to divest their commingled and direct holdings in the top 200 fossil fuel companies with the largest reserves of carbon. We expect and demand that the Berkeley Foundation and the UC Regents foster a future of opportunity for their students through not only their programs but their investment practices as well. Investing in climate chaos is not in line with any kind of viable future, and must stop. Beyond the campaigns at each UC campus and the UC-wide campaign (Fossil Free UC), over 500 campaigns already exist at universities, cities and religious institutions across North America, Europe, Australia and New Zealand, and momentum is only growing.

Global Water Brigades at Berkeley

<https://gwberkeley.wordpress.com/>

GWB is an international nonprofit organization with global health and sustainable development initiatives in developing countries. The GWB group offers Berkeley students the opportunity to volunteer in developing countries — our most recent projects have been in Honduras where students worked in rural villages to improve access to clean water by developing a sustainable water infrastructure with community leaders. Many of our students are also Global Poverty and Practice minors and use their volunteer experience with GWB as part of the practice experience required for the minor.

GradFood

<https://gspp.berkeley.edu/student-life/gspp-student-groups/students-in-nutrition-and-agricultur>

[e-policy-snap](#)

GradFood brings UC Berkeley graduate students from diverse disciplines together to learn and teach about something that affects everyone: FOOD! Food is more than meets the eye, and we delve into issues that make food both an intellectually stimulating field and central to our daily lives. Our monthly dinners are a forum to discuss food and agriculture issues from a variety of perspectives, and topics include everything from health to agroecology to economic development (and beyond!). The group provides opportunities to meet students from other departments, collaborate on and present research and network

stars.aashe.org [University of California, Berkeley](#) | STARS Report | 82

with the sustainable food systems community and the Berkeley Food Institute. We emphasize education that can inform both public policy and grassroots food systems change.

Greening the Greeks

<https://www.facebook.com/greeningthegreeks>

Greening the Greeks promotes environmental awareness and sustainability within the fraternity and sorority community, especially in housing facilities and at Greek-sponsored events.

Net Impact Berkeley

<https://nib.berkeley.edu/>

Net Impact at Berkeley is a campus management consulting organization, with a focus on helping businesses become more socially and environmentally responsible. Our organization consults for companies ranging from small nonprofits to Fortune 500 companies, on initiatives that lead to greener and more ethical practices.

PowerSave Campus

<http://www.ase.org/projects/powersave-campus>

PowerSave Campus is a student-run internship program under the Alliance to Save Energy that works to increase campus sustainability by bridging the gap between students and institutional energy costs. Interns work to save energy on campus by increasing general awareness, incorporating energy conservation and efficiency into course curricula, and implementing projects targeting energy use.

Public Service Center

<http://publicservice.berkeley.edu/>

The Public Service Center connects Berkeley faculty, community partners and alumni with student leaders — through jobs, internships and courses that support a more just and equitable world. The Center also works with faculty and graduate students to integrate community-based learning into teaching and research. Through the Center, students, faculty and communities work together to promote transformative social change and grow our next generation of civic leaders.

Society for Conservation Biology (Berkeley Chapter)

<https://nature.berkeley.edu/consbio/>

We promote scientific research, dialogue and policy awareness on matters related to the conservation of biological diversity. Our group focuses on connecting conservation-minded Berkeley students with conservation professionals and activists in the broader Bay Area community through talks, workshops, volunteering and outreach.

Solar Decathlon

<http://berkeleysolardecat.wixsite.com/rise>

This is a group of UC Berkeley and University of Denver students who are constructing a sustainable, net-zero home.

Strategies for Ecology, Education, Diversity and Sustainability (SEEDS)

<https://www.facebook.com/profile.php?id=100009237033104>

SEEDS is a club with a lot of words in its name, but we've found ways to make it all work together. We are a chapter of the national SEEDS program established by the Ecological Society of America. The ESA saw that diversity was lacking in the field of ecology, especially in the professional world. They decided to address this by encouraging diversity among younger generations of ecologists to create a sustaining and lasting change.

Strawberry Creek Collective (SCC)

<https://callink.berkeley.edu/organization/strawberrycreekcollective>

The Strawberry Creek Collective (SCC) aims to encourage widespread participation in the diverse and numerous activities involved in the ongoing ecological restoration of Strawberry Creek by promoting the cultural, democratic, educational and scientific processes important to fostering a wholesome and inclusive restoration effort.

Students for Environmental Education Development (SEED)

UC Berkeley graduate students educate East Bay K-12 public school students about the science of energy use and conversion using activity-based lessons and mentored, student-driven long-term projects.

Student Organic Garden Association

<https://www.ocf.berkeley.edu/~soga/wordpress/>

The Student Organic Garden Association (SOGA) is a democratic student association of garden stewards and educators committed to sustainable organic gardening grounded in direct experience. Our mission is to establish continuity of maintenance and support for the Student Organic Garden year round to provide a creative thriving space for democratic hands-on education and food justice for students and the greater community.

Students Against Fracking at UC Berkeley (SAF)

<https://www.facebook.com/SAFUCBerkeley/>

Students Against Fracking is a student coalition that unites students on the Berkeley campus and local communities to ban hydraulic fracturing (fracking) in California, and thereby promote the shift to renewable energy for a sustainable and just future.

Students for Economic and Environmental Justice (SEEJ)

<https://www.law.berkeley.edu/students/student-organizations-old/students-for-economic-and-environmental-justice-seej/>

Organized through the Law School, Students for Economic & Environmental Justice is dedicated to the just distribution of environmental benefits and the amelioration of environmental harms in communities of color and low-income communities.

Surfrider Foundation Club (Berkeley Chapter)

<https://berkeley.campuslabs.com/engage/organization/surfriderfoundationclub>

Our mission is the protection and enjoyment of oceans, waves and beaches through a powerful activist network. You can think about that as three concepts. “Protection and enjoyment,” we don’t want to put a velvet rope around a beach and tell people to keep off. We’re surfers, we’re beachgoers, we’re watermen ... we enjoy the coasts. We’re a user group. Next up is “oceans, waves and beaches.” Think coastlines, we’re engaged with environmental issues that affect our coastlines. “Powerful activist network” speaks to how we go about this mission. We are a grassroots organization. We’re local in many coastal regions.

Sustainable Environmental Designers Interacting Networking Connecting (SEDInc)

SEDInc aims to bring together students in the Sustainable Environmental Design major for the purpose of connecting with others who share a common interest in sustainable design and helping guide students as they continue their life outside of UC Berkeley.

Tiny House In My Backyard (THIMBY)

<https://www.facebook.com/caltinyhouse>

THIMBY advances “tiny houses” as a model of affordable, environmentally sustainable living. Our team of UC Berkeley undergraduate and graduate students are designing and constructing a zero-energy, zero-carbon off-grid tiny house for entry in the Sacramento Municipal Utility District’s Tiny House Competition. The house is intended for UC Berkeley’s “Global Campus” in Richmond and will serve as a seed for a neighborhood of houses that use experimental design techniques to

unite the Richmond and UC Berkeley communities in responsible, affordable development. The project, as well as the end result, will serve to educate group members, other students and local residents alike in the design and construction of sustainable tiny houses.

Words of the Watershed Journal

https://www.facebook.com/pages/Words-of-the-Watershed-Journal/1413193472259902?ref=br_tf

We are UC Berkeley's undergraduate journal of local environmental writing and art. "Local" is meant to include both writing about Berkeley and the Bay Area by people who live here. We use "environmental writing" to indicate work that explores our relationship with the earth and all its inhabitants. This is a space where creative, academic and journalistic writing and art can dwell together on common ground.

The website URL where information about the student groups is available (optional):

<http://serc.berkeley.edu/student-organizations/>

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

Clark Kerr Garden

<https://food.berkeley.edu/programs/education/uc-berkeley-farms-gardens/>

Established in 2010, the Clark Kerr Garden is the only garden affiliated directly with a residential dining hall. In fall of 2015, the Cal Dining Sustainability Team revitalized the garden to give produce to the Clark Kerr Dining Hall and the UC Berkeley Food Pantry. The Clark Kerr Garden has fruit orchards and raised beds located directly behind the Clark Kerr Dining Hall on the south side of campus. The Clark Kerr Garden offers weekly drop-in volunteer hours and periodic workshops, allowing interested individuals to learn about sustainable land use in an urban setting.

Gill Tract Community Farm

<https://gilltractfarm.wordpress.com/about/>

The Gill Tract Community Farm is a collaborative community project between UC Berkeley and the surrounding community, focused on issues of food justice and urban farming. It is an urban farm where people can harvest food for themselves and their families in exchange for help with weeding, planting and watering. It aims to supply fresh organic food to anyone who stars.aashe.org

lacks access to it in East Bay communities.

Student Organic Garden

<http://berksoga.tumblr.com/>

The Student Organic Gardening Association (SOGA) manages the UC Berkeley Student Organic Garden and provides information and resources for students interested in organic gardening. It is student-governed and sponsors classes and educational events.

UC Botanical Garden

<http://botanicalgarden.berkeley.edu/>

The 34-acre UC Botanical Garden is one of the most diverse landscapes in the world, with over 10,000 types of plants including many rare and endangered species. Organized geographically, the garden features 9 regions of naturalistic plantings from Italy to South Africa, along with a major collection of California native plants. The Garden was established in 1890 and its living collections are invaluable resources for international research and conservation.

The website URL where information about the gardens, farms or agriculture projects is available (optional):

<https://food.berkeley.edu/programs/education/uc-berkeley-farms-gardens/>

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:

Yes

A brief description of the student-run enterprises:

Berkeley Student Food Cooperative (BSFC)

<http://berkeleystudentfoodcollective.org/>

The cooperative's mission is to provide fresh, local, healthy, environmentally sustainable and ethically produced food at affordable prices to the Berkeley campus and greater community. The collective seeks to educate students about nutrition and food systems, empower new leaders and train youth to work in and manage a sustainable business. Through inclusive, democratic decision-making, the cooperative operates a café and market that promotes community-building and environmental stewardship.

Bay Area Environmentally Aware Consulting Network

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<http://beacn.berkeley.edu/>

The Bay Area Environmentally Aware Consulting Network (BEACN) is a nonprofit student-governed organization that specializes in sustainable business consulting in the Bay Area. BEACN's members are undergraduate students who come from a variety of majors, ranging from Business Administration to Environmental Economics and Policy, to Engineering. BEACN is dedicated to promoting not only the environmental but also the economic benefits of green business practices.

BicyCAL - Bicycle Cooperative at UC Berkeley

<https://beeceecal.wordpress.com/>

BicyCAL is a student-founded and cooperatively run organization at UC Berkeley whose mission is to empower UC Berkeley students, faculty and staff to integrate the bicycle into their daily lives. To that end we seek to provide a space where members of our community can learn how to maintain, operate and love their bicycles in an inclusive and safe place. We offer peer-to-peer bicycle repair and maintenance education in a radically positive environment.

EthiCAL Apparel

<http://ethicalapparel.org/>

This student-run organization designs and screen-prints custom T-shirts and apparel. To help end global poverty, the group's profits are lent to underprivileged entrepreneurs so that they may start their own businesses and achieve a sustainable source of income.

The website URL where information about the student-run enterprises is available (optional):

Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

Yes

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

Haas Socially Responsible Investment (SRI) Fund

Reaching beyond a student training ground, the Haas SRI Fund seeks to contribute to the field of social investing by defining and exploring new ideas around unlocking hidden value based on companies' environmental, social and governance (ESG) practices. As such, Fund Principals believe that the less conventional their thinking, the more innovative their approach, the less correlation with the activity of other established SRI funds, the greater the potential to achieve this goal. Fund principals are MBA and MFE students interested in finance and corporate responsibility; therefore, the Fund is completely

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student-governed. Through the Fund, students have the opportunity to test the investment and corporate responsibility principles they learned in the classroom, and to experience the complexities, challenges and rewards of the investing world.

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

<http://responsiblebusiness.haas.berkeley.edu/programs/haassrifund.html>

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

Yes

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

The Chancellor's Advisory Committee on Sustainability (CACS) Summit

<http://sustainability.berkeley.edu/cacs/pages/summits/overview.shtml>

The Chancellor's Advisory Committee on Sustainability hosts an annual Sustainability Summit organized by faculty and staff. While the Summit is open to all, students and staff are the primary audience. Last year's summit drew a crowd - highlights of the event included the project poster session spotlighting 30 campus sustainability initiatives and awardees and grant recipients. CACS additionally held a speaker panel in Fall 2015 focusing on the changing definition of environmental justice in the modern world, with speakers from the Women's Earth & Climate Action Network and EcoViva, two prominent environmental action groups.

BERC Energy Summit

<http://www.bercenergysummit.com>

The Berkeley Energy and Resources Collaborative (BERC) hosts UC Berkeley's premiere energy event – the annual BERC Energy Summit. The summit includes an Innovation Expo featuring the Berkeley Cleantech University Prize (CUP), a U.S. Department of Energy-sponsored award worth \$100,000 for student-based cleantech startups. Additionally, an all-day event draws transformational leaders from research, business and policy communities and over 600 other attendees on the UC Berkeley campus.

SERC Film Series

Each semester the Student Environmental Resource Center hosts students, faculty and staff for a short film series on sustainability. Each series includes screenings of sustainability and environmental education films as well as discussions with the filmmakers.

SERC Career Series

<http://serc.berkeley.edu/career/>

The Student Environmental Resource Center, the Career Center, and the College of Natural Resources have partnered to hold events geared towards students with environmental and sustainability career interests. This past semester, the Career Series offered students the opportunity to meet with sustainability-focused companies such as Sungevity and the Lucid Design Group as well as to provide networking and interview workshops.

Berkeley Food Institute Events (The Food Exchange Series)

<http://food.berkeley.edu/the-food-exchange/>

Each semester, the Berkeley Food Institute holds events focusing on food justice, urban gardening and agriculture. These events are open to the public and are held to promote sustainable practices throughout the campus. Each event hosts panel series with a wide variety of guest speakers. This semester, the organization plans to hold two panel events: "Innovative Business Models in Food Systems, Aiming to Increase Equity, Sustainability and Health," and "Cultivating Justice in Food Systems: People, Power, and Policy."

Each year Earth Week inspires a wide range of on-campus events, many created by students for students. The program includes professionally focused workshops, nature tours and performing arts.

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):

<http://serc.berkeley.edu/>

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:

Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

The Berkeley Art Museum and Pacific Film Archive (BAMPFA) opened its doors at a new location in 2016 and presented the exhibition "Architecture of Life." In partnership with BAMPFA, and in collaboration with the many scholars, artists, and departments across the UC Berkeley campus, a series of public talks were offered associated with the Big Ideas course - Thinking Across the Arts and Design at Berkeley: California Countercultures. Lecture topics included close readings of essays and artworks, close viewings of buildings and objects and close listening and engagement with music, dance and theater. Guest speakers from the worlds of architecture, music, photography, theatre and dance shared their perspectives on big ideas.

The website URL where information about the cultural arts events, installations or performances is available (optional):

<http://arts.berkeley.edu/architectureoflife/>

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking,

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kayaking, or other outings for students) that follow Leave No Trace principles?:

Yes

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

Numerous outdoors programs are offered by Cal Adventures, which is run by the Recreational Sports Facility staff. These program teach students how to enjoy their natural surroundings and take care of the environment.

The website URL where information about the wilderness or outdoors programs is available (optional):

<http://recsports.berkeley.edu/outdoor-adventures/>

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:

Yes

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

Since 1985, the University has offered the UC Berkeley Summer Reading List for New Students as one of the welcomes to the incoming classes of freshmen and transfer students. It is also promoted to alums and UC Berkeley employees. The reading list includes sustainability-themed books. For example, the 2018 reading list includes "Climate Changed: A Personal Journey through the Science" and "The Handmaid's Tale."

The website URL where information about the sustainability-related themes is available (optional):

<http://reading.berkeley.edu/index.html>

Does the institution have programs through which students can learn sustainable life skills?:

Yes

A brief description of the programs through which students can learn sustainable life skills:

The Global Environment Theme House (GETH)

<http://themeprograms.berkeley.edu/geth.html>

Even though it's called the Global Environment Theme House, GETH residents actually live together on the Clark Kerr Campus (CKC) which is situated below the beautiful Berkeley hills on the southeast end of campus. GETH is a student-governed association that helps students learn about green living, give back to the environment, grow as leaders, and form friendships that can last a lifetime.

The Residential Sustainability Program

<http://housing2.berkeley.edu/my-room>

A diverse group of students living in the residence halls are dedicated to the environment and promoting a sustainable lifestyle through peer education. The student-governed program's goal is to instill a sense of environmental responsibility in our residential student population and to implement simple changes that conserve resources and help set a lifetime pattern of "green" living.

Nature Village

<http://www.naturevillage.org/>

Nature Village is a student internship program that works with waste, energy & water and education & outreach at University Village and promotes sustainability and resource conservation among residents. The program's goals include reducing the environmental impact of University Village, improving the knowledge and lifestyle practices of residents in relation to resource management, opening a new opportunity of Experiential Environmental Education for children and families and creating a stronger sense of community and life experience at University Village. The program accomplishes this through active participation in environmental programs and activities. Nature Village produced outreach and education materials in at least the four main languages spoken at UC Village: English (35%), Chinese (17%), Korean (15%) and Spanish (6%).

The website URL where information about the sustainable life skills programs is available (optional):

<http://themeprograms.berkeley.edu/geth.html>

Does the institution offer sustainability-focused student employment opportunities?:

Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

The Green Initiative Fund

<http://tgif.berkeley.edu/>

The Green Initiative Fund (TGIF) is UC Berkeley's Green Campus Fund. TGIF provides funding, via grants, for projects that improve and support UC Berkeley's campus sustainability efforts. TGIF allocates funds to projects that promote sustainable modes of transportation, increase energy and water efficiency, restore habitat, promote environmental and food justice and reduce the amount of waste created by UC Berkeley. The fund also supports education & behavior change initiatives, student financial aid (via return to aid) and student internships. Students, faculty and staff may submit project proposals, which are selected for funding by the annually appointed TGIF Committee, consisting of students, faculty and staff, on which the students have the majority vote. Since its inaugural grant cycle in spring 2008, TGIF has awarded over \$2 million in grants to over 150 grant projects. These projects have included the funding of 231 student sustainability internships, and student interns have worked an estimated 15,000+ hours on TGIF-funded projects.

<http://sustainability.berkeley.edu/>

The UC Berkeley Office of Sustainability's mission is to integrate cutting-edge sustainability policy, planning and practices into campus operations and to foster a culture of sustainability at home and in the world. We lead campus efforts to achieve carbon neutrality and zero waste with a focus on renewable energy, resource saving and stewardship, greening the built environment and inspiring resilient institutional change. The Office of Sustainability team includes undergraduate and graduate fellows who work part time on sustainable projects and initiatives.

Cal Zero Waste

<https://facilities.berkeley.edu/departments/cal-zero-waste>

Cal Zero Waste coordinates the recycling efforts for mixed paper, beverage containers, green waste, wood, plastic film, inkjet/ toner cartridges and mixed metal. The program provides general information on waste prevention, reuse of materials, purchasing recycled-content products and recycling other materials. The team is comprised of 10 student employees focusing on waste auditing, zero waste education and reuse.

Cal Energy Corps

<http://vcresearch.berkeley.edu/energy/welcome-cal-energy-corps>

The Cal Energy Corps is an undergraduate internship program that engages the best and brightest students from UC Berkeley in the design, development and delivery of sustainable energy and climate solutions around the world. Launched in February 2011, this new program seeks to provide tangible contributions that build on and enhance the students' academic work, enabling participants to make a difference by contributing their talents to real-world projects while training and inspiring them for future careers and leadership. Cal Energy Corps placements are challenging, hands-on assignments with leading organizations in the private and public sector.

Other on-campus sustainability-focused student employment opportunities are available at Parking and Transportation, the Student Environmental Resource Center, Cal Dining Sustainability, the Berkeley Food Institute and campus Environment, Health & Safety.

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

<http://sustainability.berkeley.edu/>

Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledges:

The Founder's Pledge asks Berkeley graduates to pledge to give back to the campus and its public service and education mission. To date 326 people who have made the pledge have provided millions of dollars back to the campus.

The website URL where information about the graduation pledges is available (optional):

Does the institution have other co-curricular sustainability programs and initiatives?:

Yes

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

Alongside what was mentioned above, UC Berkeley has led sustainability initiatives through publications. This year's publications included:

- UC Berkeley Sustainability Website
- Campus Sustainability Annual Report
- Campus Sustainability Walking Tour
- Office of Sustainability & Energy BrightGreen News
- Office of Sustainability & Energy Facebook and Instagram accounts
- Energy Dashboards
- Cool Campus Challenge
- Every Drop Counts Water Conservation Campaign
- The Green Initiative Fund (TGIF) Website
- The Green Initiative Fund (TGIF) Facebook and Instagram accounts
- The Green Initiative Fund (TGIF) Annual Report
- The Green Initiative Fund (TGIF) Project Tour and Map
-

<http://tgif.berkeley.edu/index.php/funded-projects/project-locations>

- Student Environmental Resource Center (SERC) Website
- Student Environmental Resource Center (SERC) Blog
- Student Environmental Resource Center (SERC) Facebook and Twitter Accounts
- Student Environmental Resource Center (SERC) Newsletter
- Berkeley Food Institute Website
- Berkeley Food Institute Newsletter
- Berkeley Energy and Resources Collaborative (BERC) Newsletter
- PowerSave Campus Newsletter
- Words of the Watershed Journal
- Berkeley Science Review
- Ecology Law Quarterly (ELQ)
- The Little Green Book (RSP)
- College of Natural Resources Poster Sessions
- Cal Dining Sustainable Food Signage

stars.aashe.org

- Berkeley Student Food Collective Sustainable Food Signage
- Lawns to Meadows Conversions Signage
- Sustainability articles published by UC Berkeley News Center and The Berkeleyan

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On top of clubs and organizations, UC Berkeley offers a unique co-curricular program called DeCal. DeCal (

<http://decal.org>

) is a student-run democratic education program at the UC Berkeley - here, students create and facilitate their own classes on a variety of subjects. Sponsored by faculty, this past year's DeCal program included numerous sustainability focused courses:

EcoFeminism

Sustainable Energy for a Greener Tomorrow

Cal Environmental Team

Solar Energy & Environmental Justice in East Bay

Stem Cells: Science and Society

Drought: The Law, Science, and Reformation of Water Policy in California

Engineering World Health

Intro to Organic Gardening and Food Justice

Berkeley Scientific Journal

Sustainable Building Design: Tiny Houses

Creating a Sustainable Campus Landscape

Socially Engaged Engineers' SEE-Cal

The Future of Our Energy

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

<http://www.slideshare.net/SERCBerkeley/uc-berkeley-sustainability-cocurricular-education>

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

Additional documentation to support the submission:

Score	Responsible Party
2.00 / 2.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

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

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

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

Yes

A brief description of the central sustainability website (optional):

The campus website hosted by the Office of Sustainability serves as the hub for UC Berkeley's comprehensive sustainability information. It offers pages of information about Green Event Certification, campus energy use, sustainability-themed curriculum and a host of other sustainable offerings.

The website URL for the central sustainability website:

<http://sustainability.berkeley.edu/>

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

The Office of Sustainability has distributed an electronic monthly (or bi-monthly) newsletter since 2008. About 5,000 faculty, staff, and students are signed up to receive the newsletter.

The website URL for the sustainability newsletter:

<http://sustainability.berkeley.edu/news>

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:

Yes

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

The Office of Sustainability uses its Facebook page to spread sustainable news with students on campus, amassing more than 1,300 likes. The office has also started an Instagram account to promote sustainability-related events.

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

<https://www.facebook.com/BerkeleySustainability>

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?:

Yes

A brief description of the regular coverage of sustainability in the main student newspaper:

The Daily Californian, UC Berkeley's campus newspaper, covers a wide range of sustainability-related stories and staffs their own sustainability-focused reporter.

The website URL for regular coverage of sustainability in the main student newspaper:

<http://www.dailycal.org/tag/sustainability/>

Does the institution produce 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 latest news in science, technology and university life fill the Berkeley Science Review with all content created by UC Berkeley graduate students.

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

<http://berkeleysciencereview.com/>

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

Yes

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

Green building signage can be found at the Maximino Martinez Commons and the Lower Sproul Associated Student Union Building.

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

<https://sa.berkeley.edu/news/martinez-commons>

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

Yes

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

Cal Dining offers significant signage and information on its many sustainable food offerings. Additionally, the Cal Dining Sustainability Team posts articles on the Student Environmental Resource Center website related to sustainability in the dining halls.

More information can be found here:

<http://serc.berkeley.edu/author/caldiningsustainability/>

The Berkeley Food Institute offers comprehensive resources in numerous mediums:

<https://food.berkeley.edu/resources/>

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

<http://caldining.berkeley.edu/community.html>

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:

Yes

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

While landscaping accounts for less than 10% of campus water usage, it remains a visible and important component of campus conservation efforts. Part of the campus effort to combat the drought was installing "Low Water Landscape" signs throughout campus that read: "This lawn is scheduled for conversion to a lower-usage drought tolerant landscape." The signs provided information about the measures taken to combat the drought. The signs are deployed during drought years.

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

<http://sustainability.berkeley.edu/news/california-drought-how-campus-has-responded-and-what-you-can-do>

Does the institution produce a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

The Office of Sustainability has produced an information sheet, map and legend based on original walking tours provided by the Chancellor's Advisory Committee on Sustainability. The tours are led by student associates within the office or can be self-guided with a one-hour tour of campus sustainability features.

The website URL of the sustainability walking map or tour:

<http://sustainability.berkeley.edu/engage/green-campus-walking-tour>

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:

Yes

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

UC Berkeley offers a comprehensive package of alternative commute programs to encourage the use of green transportation, with the goal of reducing traffic and parking demands, and helping to lessen the impact on the environment.

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The campus offers an extensive website detailing transportation options.

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

<http://pt.berkeley.edu/>

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :

Yes

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

UC Berkeley offers both biking and walking maps for the campus community. These maps include safe places to park bikes as well as dismount zones and bike racks that help the campus community more easily navigate the area by bike.

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

<https://pt.berkeley.edu/maps>

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

Yes

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

Founded in 2007, the Residential Sustainability Program (RSP), a student-run program in the campus residence halls, is made up of a dedicated group of coordinators and volunteers who aim to promote sustainable living through peer education. "Our mission is to educate and inform residents about the importance of a sustainable lifestyle and to make lasting proactive changes in the environments that we live in."

They hold special events around saving energy and zero waste, and are focusing on training the resident assistants in sustainability.

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

<https://rsp.berkeley.edu/>

Does the institution produce other sustainability outreach materials or publications not covered above?:

Yes

A brief description of these materials or publications:

The Berkeley energy dashboards track the effects of electricity-saving efforts such as turning off the lights at night, using energy saving features on computers and other actions. People can use the dashboards to track the cumulative impact of their behavior and of others in nearly every building on campus.

The Student Environmental Resource Center blog -

<https://serc.berkeley.edu/blog/>

- and the Berkeley Energy & Resources Collaborative blog -

<http://berc.berkeley.edu/blog/>

- highlight classes, conferences and other activities happening on campus that offer the community opportunities to learn more about energy and sustainability efforts.

The website URL for these materials or publications:

<http://sustainability.berkeley.edu/energy-dashboards>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Student Environmental Resource Center, Parking and Transportation, Environmental Health and Safety and other departments.

Outreach Campaign

Score

4.00 / 4.00

Responsible Party

Kira Stoll

Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

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

:

Yes

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

Yes

Name of the campaign:

A brief description of the campaign, including how students and/or employees were engaged:

Launched Oct. 6 and running through Dec. 10 of 2015, the first Cool Campus Challenge aimed to get everyone across UC campuses on board with the carbon neutrality effort. During the 10-week contest, UC faculty, staff and students were challenged to take steps to reduce their carbon footprints using an online tool to track their activity and earn points for their campus. Modeled on the Cool California Cities Challenge, which gives Californians the tools they need to take action to protect the climate, the Cool Campus Challenge focuses on actions that individuals can take to put their campus on track to reach carbon neutrality.

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

Over 19,000 University of California students, staff and faculty came together in the fall to take action against climate change. Together, the UC community pledged to take steps that will save over 20 million pounds of greenhouse gas emissions annually. That's equivalent to taking nearly 2,000 cars off the road for a year.

The website URL where information about the campaign is available:

<http://www.coolcampuschallenge.org/>

Name of the campaign (2nd campaign):

Refills Not Landfills

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

Since 2013, campus sustainability leaders have run Refills Not Landfills as UC Berkeley's campaign to promote reusable products instead of single-use disposable products. Priority products addressed by the campaign include single-use disposable cups, plastic bottles, food containers and service wear.

Refills Not Landfills originated from a 2013 grant from The Green Initiative Fund (TGIF) and has since aligned the efforts of other campus campaigns such as: Bring Your Own Mug (BYOM), I Heart Tap Water and Chews to Reuse. Refills Not Landfills is a partnership between TGIF, the Student Environmental Resource Center (SERC), the Beverage Alliance, Cal Dining, I Heart Tap Water and Cal Zero Waste.

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

The Refills Not Landfills team has identified the distribution of reusable Klean Kanteen insulated mugs as an upstream strategy for addressing campus waste, particularly single-use disposable cups and bottles. Free Klean Kanteen mugs were distributed to campus staff and students at select 2015-2017 campus events; mugs are now also sold daily at Cal Dining locations.

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

<https://facilities.berkeley.edu/departments/cal-zero-waste>
stars.aashe.org

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

Once a semester, Cal Zero Waste hosts a road show event to showcase and promote environmentally preferred alternatives for common office supplies. At the roadshow, products that produce less waste than their counterparts or are made out of recycled content are showcased. Ten to 12 vendors are selected for each events, after all products being displayed have been carefully vetted to ensure that they align with zero waste product standards. For example, Pilot's B2P (Bottle to Pen) is a pen made out of recycled plastic water bottles, which means it is a #1 PET plastic and is readily recyclable. It is also refillable which allows for the continual use of the pen while only throwing away the empty ink.

During the event, samples of the products are distributed and building occupants are educated on waste reduction and why the selected products are environmentally preferred. Thus far, EPP Road Shows have been held at the Campus Shared Services Center, California Hall, Wurster Hall, the Haas School of Business, the Valley and Life Sciences Building and Li Ka Shing and Stanley halls.

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

<https://facilities.berkeley.edu/departments/cal-zero-waste/environmentally-preferred-products-epp-road-show>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information from this field was provided by the programs and the UC Berkeley Student Environmental Resource Center.

Score

1.00 / 1.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:

Yes

Which of the following best describes the cultural assessment? The assessment is administered to::

The entire campus community (students, staff and faculty), directly or by representative sample

Which of the following best describes the structure of the cultural assessment? The assessment is administered::

Longitudinally to measure change over time

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

The University of California Cool Campus Challenge was adopted in 2015. The goal of the assessment was to create and assess the culture of sustainability on each of the 10 UC campuses, helping the UC system reach carbon neutrality by 2025.

Students, staff, and faculty signed up to participate in the challenge, took sustainability-focused pledges to act in ways that would reduce their carbon footprints, and in turn received points for their efforts. Sustainability areas addressed included transportation, food & waste, purchasing, water, and energy. At UC Berkeley, 1,751 faculty, students and staff participated in the challenge.

Participants earned 500 points for completing an online research and evaluation survey, which was administered during the last week of the program. The survey was approved by UC Berkeley's Office of Protection of Human Subjects and required informed consent. A total of 3,667 participants across the UC system completed the survey for an average response rate of 19% (22% by staff and 14% by students).

A copy or sample of the questions related to sustainability culture:

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

PLEDGES TO DETERMINE SUSTAINABILITY CULTURE & BEHAVIOR:

COMPREHENSIVE OF SUSTAINABILITY TOPICS:

- Take the cool climate calculator
- Review the carbon neutrality initiative
- Start green office certification
- Be a cool ambassador

TRANSPORTATION:

- Get transportation savvy
- Get outside your vehicle
- Fly more sustainably
- Take public transit
- Go virtual with next meeting

WASTE, RECYCLING & FOOD:

- Reduce and reuse
- Go meatless at your events
- Eliminate single use items
- Go paperless
- Eliminate personal printer

PURCHASING:

- Purchase EnergyStar or EPEAT
- Conduct an equipment audit

ENERGY & WATER:

- Understand my energy use
- Turn down monitor brightness
- Manage computer power
- Turn off monitor when away

- Turn off that overhead
- Use cold storage efficiently
- Curtail that energy use
- Reduce vampire loads
- Turn off common area lights
- Unplug unused equipment
- Lower the fume hood
- Make the switch to LED
- Power strip it
- Wash in cold water
- Eliminate mini-fridge
- Keep sensors accurate
- Keep heat away from freezers
- Close doors and windows

MISC:

- Dress for the weather

ASSESSMENT QUESTIONS:

These questions assess climate change in relation to sustainability. For example how sustainable actions contribute to meeting carbon neutrality goals.

- How sure are you that climate change is happening?
- If climate change is happening, do you think it is caused mostly by human activities, natural cycles, other, no answer, or none of the above?
- How worried are you about climate change?
- How much do you agree with the following - My actions can make a difference to help reduce climate change.
- What was your knowledge of the Carbon Neutrality Initiative before participating in the Cool Campus Challenge?
- Are initiatives like the carbon neutrality initiative important to you in your choice to work or go to school at UC?
- How did you hear about the Cool Campus Challenge?
- How often do you participate in offerings/communications from your sustainability office (newsletters, Facebook, trainings, etc.)?
- How would you rate the communication you have had with local program implementers?
- How long do you anticipate you will keep up the actions you pledged to take during the Challenge?
- Overall, how would you rate the Cool Campus Challenge program?
- Do you volunteer for an environmental non-profit organization?

The assessment tool is no longer active online now that the Challenge is complete. A summary of the Challenge containing the list of questions asked and the pledges made can be seen here:

http://www.coolcampuschallenge.org/wp-content/uploads/2016/08/Cool-Campus-Challenge-2015-Program-Summary-Evaluation_May2016.pdf

A brief description of how representative samples were reached (if applicable) and how the cultural

assessment is administered:

UC Berkeley's Office of Sustainability emailed an invitation to join the Cool Campus Challenge to every student, staff and faculty member on campus. News of the challenge also was posted via social media, campus websites and paper newsletters. During and after the challenge, the office followed up with every participant through email, social media and newsletters to participate in the cultural assessment.

A brief summary of results from the cultural assessment, including a description of any measurable changes over time:

UC Berkeley ranked seventh out of 10 participating schools in the Cool Campus Challenge, with 1,573 metric tons of Scopes 1, 2 and 3 CO2 savings pledged and later verified or completed and later verified.

Ten percent of Berkeley's participants in the challenge responded to the assessment, and both students and staff responded. Of 172 survey participants, 152 said they would continue their pledged sustainability actions for six months or more. Also, 122 participants said initiatives such as the UC carbon neutrality initiative were important or very important in their decision to go to school or work at UC Berkeley. More than 680 survey participants agreed or strongly agreed that their actions could make a difference in helping reduce climate change.

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

<https://www.coolcampuschallenge.org/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Office of the President Cool Campus Challenge.

Employee Educators Program

Score

1.50 / 3.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

Total number of employees (staff + faculty, headcount):

20,985

Number of employees served (i.e. directly targeted) by a peer-to-peer sustainability outreach and education program (avoid double-counting):

10,492

Percentage of employees served by a peer-to-peer educator program:

50.00

Name of the employee educators program:

Green Department Certification
stars.aashe.org

Number of employees served (i.e. directly targeted) by the program (headcount):

4,400

A brief description of the program, including examples of peer-to-peer outreach activities:

Since 2008, the Office of Sustainability and Energy has offered two green certifications, Green Departments Certification and Green Events Certification. Each certification recognizes campus departments and events that have taken extra steps to be more sustainable. The programs identify a set of conditions and actions - some optional and some required - that can be followed to be certified. The certification process is designed to provide resources, guidance and recognition to faculty, staff and students as they take steps to decrease their environmental impacts at work.

Through the efforts of the Chancellor's Advisory Committee on Sustainability and other bodies, a new Green Labs Certification is offered. In addition, the ASUC Internal Department of Sustainability has issued Green Campus Guidelines for student groups.

A brief description of how the employee educators are selected:

Green department certification recognizes campus departments that have taken extra steps to have greener operations and lower their environmental footprint. The department is responsible for demonstrating the ways in which the unit has become more environmentally sustainable. This responsibility is taken on by volunteer staff in the department. These volunteer staff become the departmental employee educators for others in their department. The educators in the department green team often volunteer but can be assigned to the task as well.

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach:

Green Departments must host a sustainability-themed event the year before to qualify.

Verification should include a description of the event and sustainability theme. Examples include a speaker or brown bag event, Bike to Work Day, Earth Day, Office Cleanout or service project.

Departments also review sustainability procedures at a staff meeting including reviewing composting and recycling procedures, issues of water conservation in the workplace and the most recent annual sustainability report highlights. If the department does not have a regular staff meeting, this information can be conveyed to the department members via email. Verification should include details of what was covered, when it was covered and how it was communicated (email, meeting, etc.).

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination):

The program is supported by staff in the Office of Sustainability and Energy. The staff provides guidance throughout the process, certifies the department and presents the certification.

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

Zero Waste
stars.aashe.org

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

10,492

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

UC Berkeley is rolling out a consistent zero waste infrastructural bin system and educational training program building by building, which includes training building occupants with a focus on zero waste best practices. These sessions are offered during pre-planned workshops or scheduled staff meetings and encourage employees to be zero waste ambassadors among their respective departments and to other employees.

The training workshop includes how to reduce, reuse, recycle and compost on the UC Berkeley campus, as well as how to lower the department/building's waste footprint through purchasing decisions. During the training, specific instruction on how to use the campus specific bin systems and particular details of the building systems is provided. Training sessions also show general operational staff how to service and handle waste streams to support building employee ambassadors.

The intent of the training workshops is to educate building employee occupants on what the best practices are to reach zero waste; then to have these employees take the information and continue to educate others in the building. As of October 2018, approximately half of campus employees have received information on best practices through this process. UC Berkeley aims to have all employees informed about the best practices for reaching zero waste by 2020. Cal Zero Waste services staff regularly follow up and update the zero waste education proponents of the training to provide building occupants the most up to date information on campus progress and efforts.

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

Employee educators are part of a wider zero waste training that is presented to the building occupants during the rollout of consistent zero waste infrastructure in the space. The educators are invited to the zero waste workshop sessions, or Cal Zero Waste provides the zero waste training at all staff meetings among the departments. Participants from the building are encouraged to become zero waste ambassadors in their departments to help the building/department reach zero waste.

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach (2nd program):

As part of Cal Zero Waste employee training, each educator goes through an extensive training process to learn and understand the works of the campus and what zero waste is at UC Berkeley. They practice training and presentation with peers in the office to provide outreach and training to campus faculty, staff and students.

The training includes a 15-20 minute presentation with information on the progress of UC Berkeley towards the Zero Waste by 2020 goal. The presentation includes the 4Rs (Reduce, ReUSE, Recycling and Rot [compost]) as well as what specific materials can go into what type of bin on campus. It also includes information on how to reduce waste at the source by making smart purchasing decisions and creating a circular economy to lower the impact of purchasing practices. From this training, the employee participants are encouraged to be zero waste champions and stewards to other peers in the building.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination) (2nd program):

Cal Zero Waste is invited to present to departments who have shown interest and support in zero waste efforts and initiatives on the UC Berkeley Campus. The outreach program is supported by Facilities Services, Cal Zero Waste Manager, two full time Zero Waste Specialists and a team of Zero Waste student ambassadors.

A brief description of all other employee peer-to-peer sustainability outreach and education programs, including the number of employees served and how employee educators are selected, trained, and supported by the institution:

The Office of Sustainability and Energy personally offers sustainability-themed training to every newly hired campus staff member, including messages about how to reduce waste and energy use.

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

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Sustainability and Energy and Cal Zero Waste.

Score

1.00 / 1.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

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

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

Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

All incoming UC Berkeley staff receive a briefing on campus sustainability options at employee orientation sessions. They are also offered opportunities to practice sustainability through committees, via newsletters and through social media channels. The campus also offers energy savings campaigns and sustainability learning events.

UC Berkeley provides an introduction to alternative transportation as part of their outreach for New Employee Orientation. While this is effective in delivering transit programs to the newer employees, Parking & Transportation has identified a need to reach out to other employees, regardless of status, about the benefits of taking alternative transit as an effective substitute to driving alone.

Parking & Transportation has identified within their strategic plan that there is a need to provide outreach in providing such a program. Because of the possible inconvenient location of Parking & Transportation's office in relation to the campus, the Transportation Demand Management Administrator will provide: (1) lunchtime brown bag events for the campus, (2) tabling at Sproul Plaza and (3) emails to the faculty/staff listing various resources and programs for them to use.

Everyone, faculty and staff, interacts with Parking & Transportation as a new employee to find commute options, and they are offered information and sign-ups on the commute alternative programs.

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

<https://hr.berkeley.edu/development/learning/new-employee-orientation>

Additional documentation to support the submission:

stars.aashe.org

Data source(s) and notes about the submission:

Information from this field was provided by the UC Berkeley Office of Sustainability and Energy.

Score

1.25 / 2.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria**Part 1**

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

Part 2

Institution's regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

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

Yes

Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in

sustainability professional development and training)?:

Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):

1-24%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:

UC Berkeley invites all staff to attend the annual summit held by the Chancellor's Advisory Committee on Sustainability, where campus sustainability options are highlighted and honored. The campus also certifies Green Departments that complete a sustainability checklist in areas such as energy use, recycling and transportation. According to the most current count, 30 certified departments representing 4,400 employees have been certified as green departments. Capital Projects staff are offered free training for their LEED certification.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):

UC Berkeley offers reimbursement to some staff to attend the annual California Higher Education Sustainability Conference, held at UC Santa Barbara and other state campuses. The CHESC program offers a wide range of educational programs about waste, water, energy and other forms of sustainable programs.

Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the UC Berkeley Office of Sustainability and Energy.

Public Engagement

Points Claimed 16.16

Points Available 20.00

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

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	3.61 / 5.00
Community Service	2.55 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00

Score

3.00 / 3.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

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

Name of the institution’s formal community partnership to advance sustainability :

Berkeley Climate Action Coalition

Does the institution provide financial or material support for the partnership? :

No

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus?:

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):

Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

The Berkeley Climate Action Coalition (BCAC), formed in 2012 and sponsored by the Ecology Center and the City of Berkeley, is a strong and growing network of local organizations and community members joining together to help implement the City of Berkeley's ambitious, 40-year Climate Action Plan. The BCAC is unique in its mission and its commitment to include and engage residents, non-profits, the City of Berkeley, neighborhood groups, faith based organizations, schools, businesses, UC Berkeley and others locally in the global challenge of mitigating climate disruption.

The BCAC has been instrumental in the progress of the community choice energy coming to Alameda County, piloting parklets in Berkeley, convening a number of events to engage and educate the community on the physical, economic and social impacts of climate change and local solutions, helping to get energy efficiency and solar services to multi-family housing residents, and much more.

UC Berkeley has been engaged with the coalition since its inception, and continues to participate on its steering committee. BCAC offers the campus an opportunity to work more closely with the broader Berkeley community on the issues important to all of us.

Name of the institution's formal community partnership to advance sustainability (2nd partnership):

Grid Alternatives

Does the institution provide financial or material support for the partnership? (2nd partnership):

Yes

Which of the following best describes the partnership timeframe? (2nd partnership):

Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):

Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

stars.aashe.org

SERC has partnered with GRID Alternatives to provide an annual UC Berkeley Solar Spring Break Team since spring 2014. GRID Alternatives' Solar Spring Break helps college students spend their spring break installing solar panels on qualifying homes in underrepresented communities. These clean energy systems provide needed financial savings for residents, while lowering greenhouse gas emissions. Every Solar Spring Break project hosts 10-12 college students traveling to one of GRID Alternatives' regional offices in California, New York or Nicaragua.

GRID Alternatives teaches participants how to install a residential solar panel system through hands-on experience and trainings. Their licensed solar panel installers will lead participants through all aspects of the installation process, from start to finish.

<https://serc.berkeley.edu/solar-spring-break/>

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

UC Berkeley Beverage Alliance

Does the institution provide financial or material support for the partnership? (3rd partnership):

Yes

Which of the following best describes the partnership timeframe? (3rd partnership):

Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (3rd partnership):

The partnership supports at least one, but not all three, dimensions of sustainability

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):

Not Sure

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

As part of PepsiCo's 10-year contract with UC Berkeley, the company donates \$15,000 a year to the UC Berkeley Beverage Alliance, which funds sustainability-related projects. Many of those programs support the campus's zero-waste initiative goals. In the past, that has included standardizing recycling collection bin signage and increasing campus outreach about the university's bid to produce zero net landfill waste by 2020. In-kind contributions from staff and students also help to deploy sustainability-related funded programs.

A brief description of the institution's other community partnerships to advance sustainability:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the UC Berkeley Office of Sustainability and Energy and the Student Environmental Resource Center.

Score

3.00 / 3.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
- Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

Is the institution an active member of a national or international sustainability network?:

Yes

The name of the national or international sustainability network(s):

AASHE - The Association for the Advancement of Sustainability in Higher Education; Second Nature and University Climate Coalition (UC3); International Association of Research Universities-IARU (sustainability collaborative); Second Nature-President's Climate Leadership Commitments; Recyclemania; Green Sports Alliance/ Pac-12.

Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

The University of California helps sponsor and organize the California Higher Education Sustainability Conference-CHESC, which highlights cutting-edge research as well as case studies in curriculum development, operational programs and community partnerships.

UC Berkeley is a member of the steering committee of the Berkeley Climate Action Coalition - a group of agencies, individuals, and organizations working to implement the City of Berkeley's Climate Action Plan.

Has the institution presented at a sustainability conference during the previous year? :

Yes

A list or brief description of the conference(s) and presentation(s):

UC Berkeley presents annually at workshops and sessions at CHESC, AASHE, and IARU.

As an example in 2018 at CHESC, UC Berkeley helped to lead a half-day workshop on zero waste; at AASHE, Berkeley will present on environmental justices resources; and for a joint conference session with IARU and ISCN, Berkeley presented on UN Sustainable Development Goals and the role of universities.

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :

Yes

A list or brief description of the awards program(s) and submission(s):

The University of California was recognized by the U.S. Environmental Protection Agency in 2017 for its commitment to "green" energy. UC was one of only eight organizations nationwide to receive an Excellence in Green Power Use Award from the EPA. The EPA said the university purchases more than 128 million kilowatt-hours (kWh) of green power annually — supplying about 10 percent of UC's total electricity.

<https://www.universityofcalifornia.edu/news/epa-names-uc-national-green-power-leader>

Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :

Yes

A list or brief description of the board or committee appointment(s):

Staff members from UC participate in the the California Higher Education Sustainability Conference-CHESC steering committee:

<https://chesc.org/about/steering-committee/>

stars.aashe.org

Staff members from UC participate in various AASHE, or the Association for the Advancement of Sustainability in Higher Education, governance roles. In 2018, the UC had a board member on the STARS committee:

<https://stars.aashe.org/pages/about/governance.html>

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:

Yes

A brief description of the mentoring relationship and activities:

UC Berkeley is a member on the Steering committee of the Berkeley Climate Action Coalition - a group of agencies, individuals and organizations working to implement the City of Berkeley's Climate Action Plan. As an inaugural and ongoing steering committee member, UC Berkeley has provided guidance on the development of numerous programs and reporting/fundraising for these programs.

Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :

Yes

A brief description of other collaborative efforts around sustainability during the previous year:

A number of UC Berkeley faculty, staff and students are part of the City of Berkeley Mayor's task force on Vision 2050. This initiative is evaluating the natural and technological advances that will affect Berkeley by 2050 and how to plan the infrastructure, with sustainability at the forefront. Examples of what this process will address include sea level rise, undergrounding utilities to mitigate fire hazards, use of micro-grids, development of self driving vehicles and more.

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

stars.aashe.org

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Sustainability and Energy.

Score

3.61 / 5.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

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

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

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

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

Yes

Total number of continuing education courses offered:

822

Number of continuing education courses offered that address sustainability:

Percentage of continuing education courses that address sustainability:

5.35

A copy of the list and brief description of the continuing education courses that address sustainability:[UCB Extension course inventory 12032018.xlsx](#)**A list and brief description of the continuing education courses that address sustainability:**

Do the figures reported above cover one, two, or three academic years?:

Three

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

Yes

A brief description of the certificate program(s), including the year the program was created:**Advanced Program in Sustainable Management**

The Advanced Program in Sustainable Management covers the foundational topics in sustainability, carbon management, environmental business strategy, project implementation, environmental law and policy, compliance management systems and climate change risk-mitigation strategies. Students learn how to comply with environmental regulations, as well as design and implement sustainability practices in cost-effective ways in the public and private sectors.

Professional Series in Smart Grids

As governments, businesses and homeowners increasingly scrutinize the transmission and distribution of energy, many see the cost-reducing and clean-air benefits of a network-enabled, or smart, power distribution grid as a substantial improvement. This entry-level program provides a solid foundation in smart grid technology (SGT), including a technical overview of networking, electrical engineering and power transmission and distribution. In addition to a wide range of smart grid theory, participants study deployment issues, vendors, demand shaping and statutory and regulatory requirements.

Certificate Program in HVAC

The field of heating, ventilation and air conditioning — HVAC — is the science and practice of controlling indoor climate to provide healthy and comfortable interior conditions for occupants in a well-designed, energy-efficient, code-compliant and low-emissions manner. The Certificate Program in HVAC provides a structured approach to learning the in-depth technical principles and applications professionals need to design new HVAC systems and retrofit existing systems to meet energy-conservation and comfort standards. The curriculum is overseen by an advisory board of industry and education leaders and approved by the UC Berkeley College of Environmental Design. Upon completion of UC Berkeley Extension's certificate, students may receive a certificate of accomplishment from the Golden Gate Chapter of the American Society for Heating, Refrigerating and Air Conditioning Engineers (ASHRAE), the industry's leading professional organization.

Certificate Program in Construction Management

The Certificate Program in Construction Management provides thorough, up-to-date preparation for effective leadership in the field, which includes major projects (large office buildings and facilities infrastructures) and smaller-scale projects (residential and small offices). Students learn the regulatory, insurance, management, safety, estimating and environmental aspects of construction management necessary for overall planning and control of a project. They also gain problem-solving skills to determine costs, establish schedules and apply time-value-of-money concepts to effectively evaluate alternatives. In addition to interpreting construction material properties and standards, students acquire perspectives on emerging issues in construction management.

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

<https://extension.berkeley.edu/areas-of-study/construction-and-sustainability.jsp>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by UC Berkeley Extension's Construction and Sustainability Department and its program director, David Brotherton.

Score

2.55 / 5.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria**Part 1**

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

Part 2

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

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):

42,103

Number of students engaged in community service (headcount):

17,894

Percentage of students engaged in community service:

42.50

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):

Yes

Total number of student community service hours contributed during the most recent one-year period:

536,820

Number of annual community service hours contributed per student :

12.75

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

<https://publicservice.berkeley.edu/>

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

No

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):

Yes

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

UC Berkeley provides employee incentives and positive recognition such as the Chancellor's Awards for Public Service and a staff public service award. Individual departments also offer their own community service awards.

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The data for Part 1 were derived from the University of California Undergraduate Experience Survey, which was sent in 2016 to every undergraduate student at UC Berkeley, with a 33 percent response rate. That survey found that 42.5 percent of respondents had performed some sort of community service or volunteer activity. The data from the survey are representative of the larger campus and were extrapolated to the larger student population.

The data for Part 2 originated from the campus Public Service Center. The center found that in the 2017-18 school year, 5,500 students performed a total of 165,000 hours of community service - for an average of 30 hours a year. That number was then multiplied by the estimated number of students who had performed community service.

Score

2.00 / 2.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level, including the issues, legislation, and ordinances for or against which the institution has advocated:

UC Berkeley is a member of the Berkeley Climate Action Coalition, which also includes nonprofit groups, the city of Berkeley, faith-based organizations, schools and businesses. University leaders participate in coalition planning producing the Climate Action Plan strategizing ways to comply with the city of Berkeley's voter-approved requirement to reduce greenhouse gas emissions by 80 percent below 2000 levels by 2050. The coalition has also formed working groups around community choice
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energy, land use and transportation. Around community choice energy, the coalition advocated for the establishment of an Alameda County Community Choice program, in which the City of Berkeley and UC Berkeley now participates. The coalition was central in lobbying for and establishing the East Bay Community Energy program, which has become the default energy supplier to Alameda County businesses and residents focusing on renewables. The coalition also advocates for land use that minimizes greenhouse gas emissions, prepares for the already-apparent effects of climate change and builds resilient communities. The coalition supports more parks, bike paths and green spaces throughout Berkeley, as well as community gardens, drought resistant landscapes and bee-friendly plants.

<https://ecologycenter.org/climatecoalition/>

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level, including the issues, legislation, and ordinances for or against which the institution has advocated:

UC State Government Relations serves as the University's primary representative to state elected officials and agencies, providing advocacy on legislation and public policies that provide for, extend and enhance the University's authority to conduct its business operations in a manner that is efficient and sustainable as well as advocating against measures that would limit this authority.

The UC System continues to pursue state cap-and-trade revenue and other sources of funding for campus energy-efficiency projects that reduce greenhouse gas emissions and lower future energy costs. Many of the proposed projects would also serve as highly visible demonstrations for state-of-the-art energy conservation technologies. UC supported the proposed \$25 million allocation of cap-and-trade funds for the University included in the 2016-17 budget and requested additional funding to support energy efficiency and renewable energy projects beyond the scope of the proposal that would have provided even greater environmental and economic benefits.

The UC Office of the President's Wholesale Power Program Public Policy Involvement: The University of California Wholesale Power Program is in regular communication with UC's state government relations and policy teams review and track proposed energy-related legislation at the state level. As a regulated load serving entity, UC often participates in the implementation phase of legislation within state regulatory proceedings.

UC, in its role as an Electric Service Provider, is regulated by the California Public Utilities Commission PUC and the California Energy Commission. The university system also has to transact through/via the California Independent System Operator for its energy needs. UC also reports to the California Air Resources Board.

Recent highlights of Wholesale Power Program activity at the state level include:

- UC staff attended a series of California Public Utilities Commission En Banc meetings and informal public workshops focusing on consumer and retail choice in California. Mark Byron, the UC Office of the President executive director of

stars.aashe.org

renewable energy programs, was a panelist on the topic of "What Consumers Want" for the May 2017 En Banc meeting hosted at the CalEPA building in Sacramento.

- UC became a party to two California Public Utilities Commission proceedings related to the Power Charge Indifference Adjustment (PCIA), which is an exit fee borne by customers who do not take full service from an Investor Owned Utility. UC has approximately 300,000 MWh of load in this category. In the consolidated Energy Resource Recovery Account proceeding we are seeking PCIA credits that have been withheld by PG&E. In the PCIA Reform/Replacement proceeding, we are advocating for revisions to the PCIA that are transparent, predictable and prevent cost shifting to departed customers, as well as establishing a PCIA "sunset" timeline and creating a buy-out option for future PCIA charges.

- UC also filed comments regarding:

Renewable Portfolio Standard penalty/waiver reforms

Implementation of mandatory Integrated Resource Plans for all Load Serving Entities, pursuant to SB350

The California Energy Commission's proposal to implement Greenhouse Gas Accounting methodology as part of the required annual power source disclosure process, pursuant to AB1110. As a regulated Load Serving Entity, we also routinely file progress reports with all the aforementioned agencies related to capacity obligations, Renewable Portfolio Standards compliance, power supply sources and retail sales.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level, including the issues, legislation, and ordinances for or against which the institution has advocated:

UC Federal Government Relations is the University's liaison to the federal government, working with Congress, the administration, federal agencies and national organizations to advocate for the university and its missions in education, research and public service.

Examples include:

-- Convening UC faculty and staff to host Congressional briefings. Congressional briefings that highlight the impact of the University's sustainability efforts on campus operations and showcase UC as a model for other institutions are a part of the University's effort to demonstrate the value of investing in UC and advocate for the federal funding that supports the University's energy and sustainability goals.

-- Participating in DC lobby days, including the annual Coalition for National Science Funding Day on Capitol Hill. Representatives from UC campuses attend meetings with members of Congress and their staff and contribute to the National Science Foundation (NSF) project exhibit.

-- On June 2, 2017, one day after the White House announced that the U.S. would be withdrawing from the Paris climate agreement, the University of California released a statement affirming its commitments to the goals of the Paris agreement and doubling down on its goal of becoming carbon neutral by 2025. UC simultaneously launched a call to members of the UC community through the university's UC Advocacy Network (UCAN) urging students to make pledges to support and work

with California's Governor, Congressional delegation and state legislators to ensure that California and the UC system stay at the forefront of combating global climate change.

-- In October 2017, the Environmental Protection Agency recognized the University of California for its commitment to green energy. UC was one of only eight organizations nationwide to receive an Excellence in Green Power Use Award from the EPA. The annual award recognizes the nation's leading green power users for their commitment and contribution to helping advance the development of the nation's voluntary green power market. David Phillips, UC's associate vice president for energy and sustainability, attended the 2017 Renewable Energy Markets Conference in New York, where EPA bestowed its award.

--On February 6, 2018, the University of California announced that it had assembled an international coalition of 13 research universities across the United States, Canada and Mexico - called the University Climate Change Coalition, or UC3 - who were committing to work together to galvanize local and regional action on climate change. Member institutions represent more than 1.5 million students across North America. The coalition will release a report in fall 2018 that will serve as a roadmap for how local, state, and federal lawmakers, higher education institutions, businesses and community leaders can work together to achieve ambitious, research-tested climate goals.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the international level, including the issues, legislation, and ordinances for or against which the institution has advocated:

UC Berkeley faculty have, with the university's support, played pivotal roles in helping to set energy and environmental policy on the international level. Professor Daniel Kammen, of the Energy & Resources Group, served as Science Envoy to U.S. Secretary of State John Kerry from 2016-2017 where he helped shape international policy encouraging renewable energy development and tighter restrictions on carbon emissions. Similarly, Bill Collins, director of the Climate and Ecosystem Sciences Division of the Earth and Environmental Sciences Area of Lawrence Berkeley National Laboratory, is a Coordinating Lead Author of the ongoing Sixth Assessment of the U.N. Intergovernmental Panel on Climate Change (IPCC). In that role, Professor Collins is helping to update the scientific basis of global climate policy and advocate for a range of climate and energy policies going forward.

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

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

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the University of California Government Relations Office, both at the federal and state levels, and by the UC Berkeley Office of Sustainability and Energy.

Score	Responsible Party
2.00 / 2.00	Kira Stoll Director of Sustainability Office of Sustainability

Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

"---" 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

A brief description of the institution's WRC or FLA membership, including the year membership was last established or renewed:

UC is a member of:

Fair Labor Association, which is managed by a tripartite board made up of colleges/universities, civil society organizations and brands. The FLA "has helped improve the lives of millions of workers around the world. As a collaborative effort of socially responsible companies, colleges and universities, and civil society organizations, FLA creates lasting solutions to abusive labor practices by offering tools and resources to companies, delivering training to factory workers and management, conducting due diligence through independent assessments and advocating for greater accountability and transparency from companies, manufacturers, factories and others involved in global supply chains."

The Worker Rights Consortium "is an independent labor rights monitoring organization, conducting investigations of working conditions in factories around the globe." Their board is composed of representatives from United Students Against Sweatshops (USAS), labor rights experts and colleges/universities. It is their purpose "to combat sweatshops and protect the rights of workers who make apparel and other products. The WRC conducts independent, in-depth investigations; issues public reports on factories producing for major brands; and aids workers at these factories in their efforts to end labor abuses and defend their workplace rights."

UC is a member of both organizations as compliance is monitored and enforced in different, yet complementary, ways.

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

<https://www.ucop.edu/sustainability/programs-initiatives/social-sustainability/code-of-conduct-for-trademark-licensees.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UC Berkeley hosts its own website on sustainable licensing:

<https://bcbp.berkeley.edu/social-sustainability>

. And UC Berkeley has a contracting guideline document that includes code of conduct practices and processes:

https://bcbp.berkeley.edu/sites/default/files/Contracts%20Guide_Final%205-13-15.pdf

This data on this page was provided on 6/4/18.

Operations

Air & Climate

Points Claimed 7.52

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	6.52 / 10.00
Outdoor Air Quality	1.00 / 1.00

Score

6.52 / 10.00

Responsible Party

Kira Stoll

Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.215 MtCO₂e per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);

- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :

Yes

Does the institution’s GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

	All, Some, or None
Business travel	All
Commuting	All
Purchased goods and services	Some
Capital goods	Some
Waste generated in operations	All
Fuel- and energy-related activities not included in Scope 1 or Scope 2	None
Other categories	Some

A copy of the most recent GHG emissions inventory:

[UC Berkeley_GHG_2106.docx](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

UC Berkeley's GHG emissions inventory analyzes emissions in three different categories:

Scope 1 Direct Emissions: natural gas, campus fleet, emissions from coolants, other small sources

Scope 2 Indirect Emissions: purchased electricity, purchased steam

Scope 3 Optional Emissions: business air travel, student commute, faculty/staff commute, solid waste, water

The UC Berkeley inventory includes all six major greenhouse gases. Scope 1 and 2 adhere to The Climate Registry protocol. Scope 3 emissions use Clean Air Cool Planet - Campus Carbon Calculator methodology/factors.

The geographic boundary for the inventory is generally defined as those buildings central to the University mission and under operational control of the campus. This includes central campus buildings, student housing and off-central campus facilities owned by the University.

The campus has performed LCA of emissions from procurement and construction on various occasions:

<http://sustainability.berkeley.edu/calcap/calcap-ghg-inventory>

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

Yes

A brief description of the internal and/or external verification process:

UC Berkeley scope 1 and 2 inventories have been successfully 3rd party verified and reported to The Climate Registry, following the Registry protocol. Inventories for years 2005 through 2012 have been 3rd party verified and are public. The majority of Berkeley's scope 1 and 2 emissions are 3rd party verified annually as part of the campus Cap & Trade regulation obligations to the California Air Resources Board (CARB). CARB publicly posts verified inventories on their website.

Documentation to support the internal and/or external verification process:

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):

Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
--	------------------	---------------

Gross Scope 1 GHG emissions from stationary combustion	10,744 <i>Metric Tons of CO2 Equivalent</i>	12,374 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	1,381 <i>Metric Tons of CO2 Equivalent</i>	1,724 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from purchased electricity	42,609 <i>Metric Tons of CO2 Equivalent</i>	64,575 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from other sources	55,252 <i>Metric Tons of CO2 Equivalent</i>	67,120 <i>Metric Tons of CO2 Equivalent</i>
Total	109,986 <i>Metric Tons of CO2 Equivalent</i>	145,793 <i>Metric Tons of CO2 Equivalent</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

UC policy requires carbon neutrality from scopes 1 and 2 by year 2025. 2008 is chosen as a baseline because that is the year the campus began aggressive energy efficiency measures and other energy mitigation programs.

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Carbon sequestration due to land that the institution manages specifically for sequestration	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon storage from on-site composting	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Net carbon offsets	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

To date Berkeley has not procured carbon offsets. In the future for compliance purposes and for carbon neutrality, Berkeley will include carbon offsets in its GHG reduction strategy.

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	90 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

In 2016 three campus buildings procured RECs for LEED purposes: Jacobs Hall, Moffitt Library, and Dwight Childcare Center. 3Degrees was the vendor for all three purchases. RECs included Mixed New Renewables, Wind generation in New Mexico, and Pacific Northwest Wind.

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	109,896 Metric Tons of CO2 Equivalent	145,793 Metric Tons of CO2 Equivalent

Figures needed to determine “Weighted Campus Users”:

	Performance Year	Baseline Year
Number of students resident on-site	8,065	7,029
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	42,103	34,623
Full-time equivalent of employees (staff + faculty)	15,475	14,944
Full-time equivalent of students enrolled exclusively in distance education	0	0
Weighted campus users	45,199.75	38,932.50

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	<i>2.43 Metric Tons of CO2 Equivalent</i>	<i>3.74 Metric Tons of CO2 Equivalent</i>

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

35.07

Gross floor area of building space, performance year:16,284,867 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	4,020,413 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	546,278 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

24,871,971 *Gross Square Feet*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:

0.00 *MtCO₂e / GSF*

Scope 3 GHG emissions, performance year:

	Emissions
Business travel	22,722 <i>Metric Tons of CO₂ Equivalent</i>
Commuting	17,821 <i>Metric Tons of CO₂ Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	594 <i>Metric Tons of CO₂ Equivalent</i>
Other categories	527 <i>Metric Tons of CO₂ Equivalent</i>

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

Berkeley has a goal to achieve complete carbon neutrality from scopes 1 and 2 emissions by 2025. Strategies to meet this goal include energy efficiency, energy-saving behavior change, on-site solar PV, acquiring natural gas replacement fuels such as biogas, vehicle fleet replacement with more efficient and renewable fuel alternatives, green power options for

procured electricity, and Renewable Energy Credits. Berkeley also aims to achieve scope 3 carbon neutrality by 2050 or sooner.

More detail can be found:

<https://sustainability.berkeley.edu/calcap-about>

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

<https://sustainability.berkeley.edu/calcap-about>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Sustainability and Energy.

Score

1.00 / 1.00

Responsible Party

Kira Stoll
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

UC Berkeley has policies in place such as the "Off-Road Diesel Powered Equipment Idling Standard Operating Procedure" and "Statement of our Commitment to the Environment." In addition, UC Berkeley is regulated by California Air Resources Board regulations for mobile sources (Off Road Diesel Equipment and Portable Equipment Registration Program). Retirement or upgrade of vehicles is required by Off Road Diesel Vehicle regulation, which reduces overall fleet emissions. Garbage trucks have been upgraded with diesel particulate filters.

Has the institution completed an inventory of significant air emissions from stationary campus sources

or else verified that no such emissions are produced?:

Yes

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

	Weight of Emissions
Nitrogen oxides (NOx)	1.86 Tons
Sulfur oxides (SOx)	0 Tons
Carbon monoxide (CO)	2.65 Tons
Particulate matter (PM)	0 Tons
Ozone (O3)	0 Tons
Lead (Pb)	0 Tons
Hazardous air pollutants (HAPs)	0.00 Tons
Ozone-depleting compounds (ODCs)	0 Tons
Other standard categories of air emissions identified in permits and/or regulations	0.70 Tons

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

UC Berkeley follows methodologies as required by the Bay Area Air Quality Management District's regulatory permit conditions to complete its air emissions inventory (example: AP-42 factors, manufacturer specifications or emissions testing reports). In addition, California Air Resources Board methodologies are used as described in various regulations such as the Regulation for the Mandatory Reporting of Greenhouse Gas Emissions and the Refrigerant Management Program.

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

<http://ehs.berkeley.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Weight data is for the 2016 calendar year for all UC Berkeley sites which includes permitted sources, with the exclusion of three permitted co-generation plant auxiliary boilers due to operational control by a third party. Regulatory reporting for permitted boilers requires documentation of annual therm usage and therm usage is not part of this submission. Some stationary source data was estimated based on typical operating usage.

Other standard categories of air emissions identified in permits and/or regulations includes ~0.5 tons of sand used in sandblasting operations and ~0.21 tons of Precursor Organic Compounds (POC). Both have been combined since there is only one field to input data.

For the weights for Sulfur Oxides (SO_x), Particulate Matter (PM), Ozone (O₃), Lead (Pb), Ozone-depleting compounds (ODCs) are not required to be inventoried per permit conditions, so "0" tons has been reported in each category.

Buildings

Points Claimed 4.53

Points Available 8.00

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	2.00 / 5.00
Building Design and Construction	2.53 / 3.00

Score	Responsible Party
2.00 / 5.00	Kira Stoll Director of Sustainability Office of Sustainability

Criteria

Institution owns and operates buildings that are:

- 1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

- And/or
- 2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:
- Indoor air quality (IAQ) management policy or protocol
 - Green cleaning policy, program or contract
 - Energy management or benchmarking program
 - Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example [ENERGY STAR Guidelines for Energy Management](#) and [U.S. EPA Portfolio Manager](#).

Building space that meets multiple criteria listed above should not be double-counted.

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

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

Total floor area of building space:

16,284,867 Square Feet

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

stars.aashe.org	Certified Floor Area
University of California, Berkeley STARS Report 101	

LEED O+M Platinum or the highest achievable level under another GBC rating system	0 Square Feet
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 Square Feet
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 Square Feet
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 Square Feet
LEED O+M Certified or certified at minimum level under another GBC rating system	0 Square Feet

Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:

0 Square Feet

Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:

0

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

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):

100

A copy of the IAQ management policy or protocol:

[iaqtools2010.pdf](#)

The website URL where the IAQ policy/protocol may be found:

<http://ehs.berkeley.edu/>

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):

100

stars.aashe.org

A copy or the green cleaning policy:

[UCB_GreenCleaning Policy.pdf](#)

A brief description of how green cleaning is incorporated into cleaning contracts:

Campus buildings are maintained and cleaned by in-house staff or contractors following these guidelines.

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):

100

A brief description of the energy management or benchmarking program:

All main campus buildings and buildings connected to the campus central plant are managed by Facilities Services through an electronic system, Obvious. The system helps UC Berkeley facilities operators monitor energy use in each building and quickly identify anomalies and malfunctions that can be corrected to conserve energy. The campus has set itself a goal of reducing energy use intensity by 2 percent annually, and it uses Obvious to manage day-to-day progress toward that goal.

Additionally, more than 100 campus buildings are connected to public facing dashboards:

<https://sustainability.berkeley.edu/energy-dashboards>

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):

100

A brief description of the water management or benchmarking program:

The campus maintains over 180 water accounts and meters with the local water utility East Bay Municipal Utility District. Water data is collected annually and reported, and issues are researched as needed. These digital meters allow Facilities Services to monitor usage online and respond to leaks more quickly. The campus has set itself a goal of reducing potable water use to 10% below 2008 levels by 2020, which the water metering system helps the campus monitor progress toward.

The campus also has an extensive drought management program ongoing:

<https://facilities.berkeley.edu/drought-response>

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

<http://facilities.berkeley.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by campus Environment Health & Safety and Facilities & Engineering.

Score

2.53 / 3.00

Responsible Party

Kira Stoll

Director of Sustainability
Office of Sustainability

Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :

333,144 Square Feet

Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:

0 Square Feet

Floor area of newly constructed or renovated building space certified at each level under a rating system

for design and construction used by an Established Green Building Council (GBC) :

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	24,188 <i>Square Feet</i>
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	306,606 <i>Square Feet</i>
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 <i>Square Feet</i>
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	2,350 <i>Square Feet</i>
LEED BD+C Certified or certified at minimum level under another GBC rating system	0 <i>Square Feet</i>

Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):

0 *Square Feet*

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

100

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

LEED certifications completed within last five years (2012-2017)

Eshleman Hall

MLK Jr Student Union

Jacobs Hall

Campbell Hall Replacement

Anna Head West Student Housing/Martinez Commons

Energy Biosciences Institute Building

Blum Hall/Naval Architecture

Pat Brown's Grill Renovation

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

0 Square Feet

A copy of the green building guidelines or policies :

[UC-BO-16-0314_SustainablePractices_12.6.2016.pdf](#)

The green building guidelines or policies:

Do the green building guidelines or policies cover the following?:

	Yes or No
Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)	Yes
Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)	Yes
Building-level energy metering	Yes
Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)	Yes
Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)	Yes
Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)	Yes
Building-level water metering	Yes

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

The campus also has campus design standards that provide detail on the UC policy and campus specific practices:

<https://facilities.berkeley.edu/campus-design-standards>

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

For all major projects, the green building design and construction requirements are posted in the department's construction and contract requirements website and incorporated into design and construction and contract documents. Regular sustainability meetings/charettes with the entire project team and campus staff are held during project design phases.

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

<https://sustainability.berkeley.edu/built-environment>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Sustainability and Design and Facilities Services department.

Points Claimed 2.33

Points Available 10.00

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

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

Credit	Points
Building Energy Consumption	2.32 / 6.00
Clean and Renewable Energy	0.01 / 4.00

Building Energy Consumption

Score

2.32 / 6.00

Responsible Party

Kira Stoll

Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

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

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	728,428 <i>MMBtu</i>	753,892 <i>MMBtu</i>
Electricity from on-site renewables	537 <i>MMBtu</i>	0 <i>MMBtu</i>
District steam/hot water (sourced from offsite)	884,880 <i>MMBtu</i>	1,074,956 <i>MMBtu</i>
Energy from all other sources (excluding transportation fuels)	193,807 <i>MMBtu</i>	225,346 <i>MMBtu</i>
Total	1,807,652 <i>MMBtu</i>	2,054,194 <i>MMBtu</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The campus began ramping up energy efficiency efforts in 2008, making it an appropriate baseline year from which to gauge progress.

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	16,284,867 <i>Gross Square Feet</i>	15,838,197 <i>Gross Square Feet</i>

Source-site ratio for grid-purchased electricity:

3.14

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.11 <i>MMBtu / GSF</i>	0.13 <i>MMBtu / GSF</i>
Source energy	0.22 <i>MMBtu / GSF</i>	0.25 <i>MMBtu / GSF</i>

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline:

11.24

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

	Degree days (see help icon above)
Heating degree days	2,123 <i>Degree-Days (°F)</i>
Cooling degree days	82 <i>Degree-Days (°F)</i>

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	4,020,413 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

EUI-adjusted floor area, performance year:

24,871,971 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:

32.96 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):

The Energy Office manages energy usage campuswide to reduce energy costs, optimize building operations and provide feedback on energy usage to building occupants.

The student-run Berkeley Energy Resources Collaborative (BERC) hosts an annual energy symposium.

Residence hall competitions to reduce electricity consumption and bulb exchanges have been held.

Finally, the campus offers an online Energy Dashboard that lets anyone see up-to-date reports on building energy use across the campus.

<https://us.pulseenergy.com/UniCalBerkeley/dashboard/#/overview>

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

An energy management system that controls ventilation, temperature, lights and operating hours is used in buildings on the main campus.

Strategic Energy Program: The SEP is an incentive-based partnership with our local utility, PG&E, and includes monitoring-based commissioning, new lighting and HVAC system upgrades.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

The campus installed 800 exterior LED lamps - all of the iconic exterior lampposts - replacing the existing metal halide bulbs. The wattage in these fixtures dropped from 175 to 40 watts.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

In 2016, the cogeneration plant on the UC Berkeley campus was operated by a third party, so the electricity generated by the plant is not included here.

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

Berkeley has won awards for its green buildings and recommissioning efforts. The following is a case study for one of these commissioning projects:

<http://greenbuildings.berkeley.edu/pdfs/bp2012-mbcx-ucb.pdf>

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

<http://sustainability.berkeley.edu/energy>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Facilities Services department.

Score	Responsible Party
0.01 / 4.00	Kira Stoll Director of Sustainability Office of Sustainability

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements (or local equivalents) and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility’s standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity

- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

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

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

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

Total energy consumption (all sources, excluding transportation fuels), performance year :

1,807,652 MMBtu

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:

537 MMBtu

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

Solar PV systems are operational at five sites on campus: Eshleman Hall, the MLK Student Union, the Recreation Sports complex, Jacobs Hall and the University Village apartments. The Office of Sustainability and Energy worked in a collaborative, competitive procurement strategy with 19 other public agencies in the region, led by the Alameda County General Services division, to secure favorable pricing for these three rooftop and one canopy/carport installations – 25-40% below market rate. In aggregate, these systems will bring cost savings in year one to the campus. The solar infrastructure will be installed by a purchase power agreement (PPA) - the vendor is covering the costs of installation and operating and maintaining the systems, and Berkeley will pay for the power they generate.

Non-electric renewable energy generated on-site, performance year:

694 MMBtu

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

UC Berkeley added a solar thermal water heating system to a residence hall in 2012. The solar thermal system serves the hall, while the third party vendor retains the renewable attribute.

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, performance year:

0 MMBtu

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

Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:

1,533 MMBtu

A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:

UC Berkeley procures RECs for LEED related building projects. In 2016, 1533 MMBtu were procured through RECs. These are reported in OP3.

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

<http://sustainability.berkeley.edu/uc-berkeley-goes-solar>

Additional documentation to support the submission:

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	4
Coal	0
Geothermal	5
Hydro	15
Natural gas	17

Nuclear	24
Solar photovoltaic	13
Wind	8
Other (please specify and explain below)	14

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

The public utility in 2016 that provides electricity for the campus has 14% unspecified in the power-mix and is reported this way as required by the California Energy Commission. The California Energy Commission calls unspecified power “electricity from transactions that are not traceable to specific generation sources.” Unspecified power is electricity purchased on the spot market from someone like a third-party power provider. Each one of those third parties will have a different mix of generation (and emissions), depending on what their generation portfolio is. The utility includes this power in the greenhouse gas inventory to The Climate Registry using an average emissions factor for the third-party power providers, rather than accounting for each individual electron coming from one of the third-party power providers’ specific power plants or wind farms.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	17
Other (please specify and explain below)	83

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

The campus uses steam to heat buildings - the steam is primarily generated from a natural gas cogeneration facility that produces electricity and steam.

Percentage of total energy consumption from clean and renewable sources:

0.15

Data source(s) and notes about the submission:

The information in this filed was provided by the UC Berkeley Facilities Services department.

Food & Dining

Points Claimed 4.15

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	2.15 / 6.00
Sustainable Dining	2.00 / 2.00

Score	Responsible Party
2.15 / 6.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

Third Party Verified. The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

Local & Community Based. The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the [Real Food Standards](#), a product must meet the following criteria to qualify as Local & Community Based:

Single-Ingredient Products	<p>A single-ingredient product must meet ALL of the following criteria:</p> <p>Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.</p> <p>Size. Produce: Gross annual sales for individual farms must not exceed \$5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed \$50 million (US/Canadian).</p> <p>Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).</p>
Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.

Multi-Ingredient Products (e.g., baked goods)	<p>Producing company must meet ALL of the following criteria:</p> <p>Ownership. Company must be a privately or cooperatively owned enterprise.</p> <p>Size. Company's gross annual sales must be less than or equal to \$50 million (US/Canadian).</p> <p>Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution.</p> <p>AND</p> <p>At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.</p>
---	---

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

Product description/type.

Label, brand or producer.

The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the [Real Food Calculator](#) may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified... or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the [STARS Food and Beverage Purchasing Inventory template](#) to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appetit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

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

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based:

21.45

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):

Yes

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):

14.77

A brief description of the sustainable food and beverage purchasing program, including how the

sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):

Cal Dining is committed to serving food at the intersection of delicious, nutritious and sustainable. In addition to focusing on plant-forward cooking, we prioritize using ingredients that are locally grown, humanely treated and environmentally and socially responsible. By reducing the portion of animal products, we have been able to source more humane certified animal products. The majority of the chicken, pork, beef, milk, turkey and eggs are certified by a third party for humane practices. We serve seafood daily and only purchase seafood listed on the Monterey Bay Aquarium's Seafood Watch Good Alternative or Best Choice List. We purchase only fair trade coffee blends from Peet's for all drip coffee served on campus in addition to fair trade tea options. We work with our produce suppliers to procure as much local produce as possible and have direct farm relationships with two local farms and one cattle rancher. We purchase organic produce whenever possible. Brown's California Cafe, a campus restaurant dedicated to showcasing sustainability, serves only organic produce. Ninety percent of the ingredients used at this location are locally grown or verified by a third party for sustainable practices.

An inventory of the institution’s sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):

[STARS Food and Beverage Inventory v2.1.3-2.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

We reviewed all the purchases from the 2017-2018 fiscal year and categorized them based on their third-party certifications, production methods and growing location. The analysis was completed by Samantha Lubow, Environment Initiatives Coordinator at Cal Dining. We asked for monthly purchase reports from our produce distributor to account for seasonality.

Percentage of total dining services expenditures on Real Food A (0-100):

Percentage of total dining services expenditures on Real Food B (0-100):

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

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No

Student-run food/catering services	No	No
Franchises (e.g. national or global brands)	No	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	Yes

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

UC Berkeley uses equivalent programs to most of the certifications listed above. The following is an explanation for how UC Berkeley settled on the alternatives to the certification programs:

■UC Berkeley is able to recover significantly more food through Copia than it can through the Food Recovery Network. Copia is not currently operating nationally.

The ■Alameda County Green Business Certification offers a similar program to the Green Restaurant Association (GRA) at no cost. The University of California Office of the President had decided Alameda County's program could be considered equivalent to GRA■ so we do not pursue GRA. ■Alameda County's program also covers green cleaning products as Green Seal does.

UC Berkeley chose the the Monterey Bay Aquarium (MBA) Seafood Watch Business Partner over the Marine Stewardship Council (MSC) because MBA does not charge the fisheries to be certified. MSC certification adds an addition cost onto the fisherman.

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :

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

<http://caldining.berkeley.edu/sustainability>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The majority of the animal products served at UC Berkeley are humane certified, which is why the resulting number is so low. The information in this field was provided by Cal Dining services.

Score

2.00 / 2.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);

- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

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

Does the institution or its primary dining services contractor have a published sustainable dining policy?:

Yes

A brief description of the sustainable dining policy:

The UC office of the President's Sustainable Practices Policy (food policy listed in section H pg.24-26) is available at

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

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Does the institution or its primary dining services contractor source food from a campus garden or farm?:

Yes

A brief description of the program to source food from a campus garden or farm:

The Clark Kerr Garden is comprised of six raised beds, four converted lawns and two orchards. The space is managed by full-time gardener Susanne Weisman along with the Cal Dining Sustainability Team Garden Coordinators and committed volunteers. Produce that is not delivered to the dining halls is donated to the Berkeley Food Pantry.

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:

No

A brief description of the farmers market, CSA or urban agriculture project:

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every

stars.aashe.org

meal?:

Yes

A brief description of the vegan dining program:

We offer vegan options at all dining locations. Vegetarian and vegan options are provided at every platform serving meat. We participated in the Humane Society's Forward Food Culinary Training, and every person on our culinary team participated in a two-day intensive course.

Whenever possible, we try to infuse global flavors into our dishes. Many of the popular plant-forward menu options are globally-inspired. Some popular menu options include:

- Flipped plate, browns
- Heirloom bean bowl
- Tofu scrambles
- Mediterranean Bar, featuring a variety of dips and spreads with pita and vegetables • Kamut Jambalaya
- Fava Bean Pancakes
- Avocado Chocolate Mousse
- Vegan 'crab cake' sandwiches
- Veggie pizza
- Vegetable Chowmein
- Saffron scented couscous
- Roasted root vegetable blend
- Vegan Pozole Soup
- Lentil stew
- Black bean tacos
- Pasta with Lentil Bolognese Sauce
- Roasted Veggie Quesadilla
- Vegetable Vindaloo
- Vegetable wraps

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:

No

A brief description of the low impact dining events:

Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:

Yes

A brief description of the sustainability-themed meals:

During most theme meals, we offer locally grown produce and plant-forward menus as standard practice. We promote plant-based dining and prioritize locally raised poultry when serving meat. Sustainability students sample sustainably sourced and plant-based foods. On food day and Earth Day, all ingredients we serve are sourced within 250 miles of the campus and we shut down stations with processed foods including the cereal bars and soda fountains.

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

Yes

A brief description of the sustainability-themed food outlet:

Brown's California Cafe showcases Cal Dining's commitment to sustainable and local foods. Brown's opened with the goal of serving food that is delicious, nutrient-dense and environmentally friendly. Over 80% of the ingredients are sourced locally from within 250 miles of the UC Berkeley campus and 90% of the ingredients used are either locally grown or certified by a third party for sustainable practices. By design, Brown's menu encourages students to eat a more plant-forward, seasonal diet. For example, guests can order the "flipped plate" and will be served two portions of vegetable dishes and a smaller portion of meat. In addition, Brown's has adopted a "roots to leaves" philosophy, utilizing as much of the ingredients as possible to reduce food waste. In addition, to cut back on waste as well as sugar, the only bottled beverages sold at Brown's are 100 percent juice or milk. A hydration station offers plain or sparkling water.

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:

Yes

A brief description of the sustainability labeling and signage in dining halls:

Mini chalkboards are present at every platform serving specific third-party certified ingredients.

Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:

Yes

A brief description of the outreach efforts to support learning and research about sustainable food systems:

The Cal Dining sustainability team provides peer-to-peer education throughout the dining locations. Tablings provide games, activities and sustainable food samples to draw students into learning about how their food choices can impact the planet. Our education and outreach efforts focus on fair trade, humane animal treatment, sustainable seafood, purchasing from small farms, labor practices in the food system, reducing food and solid waste, plant-based eating and more. A chalkboard at the entrance of each dining hall is updated weekly with a new fact about sustainability. We also have signage, interactive bulletin boards, prizes and Instagram messaging. The Clark Kerr Garden provides students with a space to learn how to grow their own food.

Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:

Yes

A brief description of the other sustainability-related dining initiatives:

We host special events in which we honor different cultures and holidays. We include information about mindful eating within our outreach.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

We use Copia, a service that picks up our overproduced food and donates it to local nonprofits. We donate our overproduced foods after every meal so we are able to get accurate weights on how much food is being overproduced. We track other spoilage and loss on paper logs and record the information in our menu management system, Eatec. We use the information to review our ordering and production practices.

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

We do not offer trays in the dining hall. We reduced the size of our plates and bowls to encourage customers to serve themselves less food.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

We use a food recovery service, Copia, to pick up overproduced foods after each meal. Last fiscal year, we donated over 40,000 pounds of food to people in need. We prioritize having our donations delivered to SPARR (Student Parent Association for Recruitment & Retention)'s pantry or to the campus food pantry. We have reduced overproduction by 35% since starting the food donation program.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:

Yes

A brief description of the food materials diversion program:

We have a three-bin system in all of our kitchens in which we collect compostable food, paper and other organic waste. We have also implemented a pre-consumer food waste reduction initiative using the program LeanPath. Cal Dining's LeanPath Pre-Consumer Waste Reduction System won a Best Practice Award at the California Higher Education Sustainability Conference. Employees use scale and touch screen terminals to weigh and log information on food waste. The team uses data summaries to identify areas generating the most waste and can then work to reduce that waste. The program has enabled Cal Dining to cut their pre-consumer food waste by 33% so far. Cal Dining also received a "Waste Reduction Excellence in Institutional Food Service" award from StopWaste.

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

Yes

A brief description of the pre-consumer composting program:

We collect post consumer waste at the dish return and have the three-bin system including recycling, compost and landfill available for customers at all retail outlets. Our policy is to compost all food waste and donate or reuse leftovers where possible.

Does the institution or its primary dining services contractor have a post-consumer composting program?:

Yes

A brief description of the post-consumer composting program:

Post-consumer waste is composted in bins located in each of the dining commons and outside of the retail facilities.

Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:

Yes

A brief description of the reusable service ware program:

We offer reusable service ware for the all-you-care-to-eat facilities but not for our campus restaurants.

Cal Dining's "Chews to Reuse" team developed a program that lets students take food to-go in reusable containers. The team developed a system for students to dispose of their used containers and pick up clean ones and everyone from

cashiers to dishwashers did their part to make the program work. During the pilot phase, 82% of those who took meals to-go used Chews to Reuse containers instead of compostable containers.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

Yes

A brief description of the compostable containers and service ware:

We prioritize packaging materials that are BPI certified compostable. We look for pulp-based products and use PLA products only as a back-up as our compost facility has a hard time breaking down PLA containers. We work with Cal Zero Waste to collect compost from all of our locations and deliver it to an industrial facility in Richmond. Our all-you-care-to-eat facilities offer a reusable to-go box option.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations?:

Yes

A brief description of the reusable container discount or incentives program:

We offer a 25 cent discount if you bring your reusable mug. We also have a stamp card program in which your fifth coffee in a reusable mug is free.

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:

Yes

A brief description of other dining services materials management initiatives:

We build in waste reduction and packaging mandates into our contracts and bids. We prioritize using the largest pack sizes available. We work with vendors to switch products destined for the landfill i.e. we switched all of our tetrapak milk cartons to recyclable #2 plastic. We also worked with our produce supplier to apply for a grant to provide us with reusable pallet wrap and pallets.

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

<http://caldining.berkeley.edu/nutrition.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by Cal Dining.

Grounds

Points Claimed 3.00

Points Available 4.00

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 resources.

Credit	Points
Landscape Management	1.00 / 2.00
Biodiversity	<div>2.00 / 2.00</div> <div>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</div> <div><ul style="list-style-type: none">Legally protected areas (e.g. IUCN Category I-VI)Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</div> <div>Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.</div> <div>Close</div>

Score	Responsible Party
1.00 / 2.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Institution’s grounds include areas that are managed in accordance with:

- 1) An Integrated Pest Management (IPM) program;

Or

- 2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Total campus area (i.e. the total amount of land within the institutional boundary):

1,232 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	178 Acres
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	0 Acres

Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	0 Acres
Total area of managed grounds	178 Acres

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

This accounts for the main campus and excludes natural areas such as the hills above campus.

Percentage of grounds managed in accordance with an IPM program:

100

A copy of the IPM plan or program:

[University Of California Berkeley IPM.pdf](#)

A brief description of the IPM program:

UCB's Integrated Pest Management plan aims to reduce the use of pesticides on all campus grounds.

<http://realestate.berkeley.edu/what-we-do/asset-management-facilities-services/facilities-services/environmental-services>

Percentage of grounds managed in accordance with an organic program:

0

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

UC Berkeley is scheduled to implement an Organic Landscape Maintenance program for both Faculty and Memorial Glade beginning in September 2018.

A brief description of the institution's approach to plant stewardship:

The campus prioritizes the use of native plants in some parts of campus, but not all. The Landscape Master Plan in Goal 5, Landscape Character, Policy 1 directs the campus to incorporate the principals of sustainable design, construction and

maintenance of projects. The campus enjoys a diversity of plant species from around the world. They add interest and support the teaching mission. The area within the three designated Natural Areas and the Strawberry Creek environs emphasize native plants. The campus has a greenhouse in Wellman Courtyard dedicated to the fostering of local native seedling plants to restore the creek zone. Generally, the plant palate emphasizes Mediterranean or temperate climate zone plants that naturalize easily and accept our wet winters and cool but dry summers.

The UC Berkeley Botanical Garden has served as a haven for endangered plants rescued from smugglers, a lab for studying climate change, biomagnetism and hummingbirds' territorial behavior, a seed bank and a classroom for children. The garden is home to one of the oldest, largest and most diverse collections in the United States.

A brief description of the institution's approach to hydrology and water use:

The campus has an extensive program to restore the natural hydrology of Strawberry Creek. Many of the the restoration projects have been initiated or supported by students.

www.creeks.berkeley.edu

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

The campus composts its green waste. Through the fire management program, materials are mulched and kept in place as ground cover.

A brief description of the institution's approach to energy-efficient landscape design:

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

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

<https://sustainability.berkeley.edu/land-use>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by UC Berkeley Grounds Operations.

Score

2.00 / 2.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Kira Stoll

Director of Sustainability
Office of Sustainability

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation \(IPaC\)](#) decision support system, or an equivalent resource or study.

[Close](#)

Criteria

Institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land;

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land.

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

UC Berkeley owns and manages lands of conservation importance. The largest of these protected areas is the more than 300-acre Hill Campus Ecological Study Area located within an even larger 800-acre largely undeveloped upper Strawberry Creek watershed.

In addition to this large area of native forested land there are three set-aside Natural Areas on the Central Campus; the riparian corridor following Codornices Creek within the boundary of University Village, Albany; and finally, the coastal prairie and tidal marsh of the Berkeley Global Campus within the nearby city of Richmond.

These areas are described below:

Upper Strawberry Creek Watershed and Ecological Study Area, Berkeley and Oakland Hills - This area of over 800 acres represents several unique ecosystems of the San Francisco Bay/East Bay; both Oak/Bay Laurel riparian forests and North Coast Scrub plant and animal communities are found here.

Central Campus Natural Areas - These three set-aside glades within the campus proper hold remnant Oak/Bay Laurel riparian plant and animal communities along with Coast Redwood forest elements (primarily mature trees with some native understory plantings).

Codornices Creek at University Village, Albany – This creek is both representative of an East Bay creek riparian community but also supports a small but resilient run of threatened Steelhead trout as well as other native fish populations (stickleback and roach).

Berkeley Global Campus, Richmond - This university land contains remnant coastal upland prairie (rare native grasses and forbs) and a restored tidal marshland.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

Each of the above listed areas has received repeated assessments to identify endangered and vulnerable species of concern; for example, the Upper Strawberry Creek Watershed is designated habitat for the federally listed Alameda Whipsnake. As mentioned, Codornices Creek is habitat for the threatened Northern California Steelhead and at the Berkeley Global Campus, Richmond, the endangered Ridgeway's Rail, a marsh bird, continues to sustain a small breeding population under UC Berkeley protective efforts.

UC Berkeley continues to assess its lands to identify environmentally sensitive areas, as both part of its ongoing planning process as well as in response to changing environmental factors such as prolonged drought and climate change.

Frequent visits to these areas by qualified personnel, primarily Campus researchers and staff from the UC Berkeley Office of Environment, Health & Safety (EH&S), are the main means of assessment. However in the course of updating planning documents or complying with the California Environmental Quality Act process for large-scale projects, the university may contract with consulting biologists and other subject matter experts on a particular species of concern. Methodology centers primarily around visual and auditory (bird calls) surveys.

A brief description of identified species, habitats and/or environmentally sensitive areas:

See above.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

UC Berkeley maintains a Long Range Development Plan with an accompanying Environmental Impact Report. This document lays out the framework by which the university will steward its lands. Both the Office of Environment, Health and Safety and the Department of Facilities Services implement programs to meet the university's goal of protecting environmentally sensitive areas and performing restoration projects where feasible.

One program, the Strawberry Creek Restoration Program (SCRIP), is a student led effort to both protect and restore watershed natural spaces, where guidance and instruction is provided by staff from the Office of Environment, Health & Safety. Over the last two decades, university students have transformed natural areas overwhelmed by invasive plant species back to biodiverse native plant communities, thereby bringing back the basis of unique Northern California ecosystems and food webs.

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

<http://cbc.berkeley.edu/ucbfieldstations.htm>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was primarily provided by the campus Environment, Health & Safety and the Grounds Maintenance departments.

Purchasing

Points Claimed 4.61

Points Available 6.00

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
Sustainable Procurement	3.00 / 3.00
Electronics Purchasing	0.81 / 1.00
Cleaning and Janitorial Purchasing	0.10 / 1.00
Office Paper Purchasing	0.70 / 1.00

Score	Responsible Party
3.00 / 3.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution’s business partners (i.e. product and service providers).

Part 2

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

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	<ul style="list-style-type: none">• A stated preference for materials that meet LEED requirements.

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	<ul style="list-style-type: none"> Published measures to reduce the demand for equipment. A stated preference for ENERGY STAR or EPEAT registered products.
4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	<ul style="list-style-type: none"> Including sustainability objectives in contracts with on-site franchises. Requiring that franchises pay a living wage to employees.
5) Garments and linens	<ul style="list-style-type: none"> Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	<ul style="list-style-type: none"> A stated preference for disadvantaged or community-based service providers. A stated preference for B Corporations.
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	<ul style="list-style-type: none"> Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport. A stated preference for clean and renewable technologies.
8) Wood and paper	<ul style="list-style-type: none"> A stated preference for post-consumer recycled, agricultural residue or third party certified content. A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	<ul style="list-style-type: none"> Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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

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

Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:

Yes

A copy of the policies, guidelines or directives:

[uc-terms-and-conditions-of-purchase 2-23-2016.pdf](#)

The policies, guidelines or directives:

The UC Policy & Guidelines on Sustainable Practices establishes environmentally preferable procurement and use practices. UC Berkeley is committed to implementing sustainable procurement and use practices that meet or exceed UC's goals, working within budgetary, regulatory and programmatic constraints.

In some procurement categories sustainable products are coded and appear first in product searches by customers.

The University of California is diligent in ensuring that the suppliers we work with are equally committed to our mission of excellence in teaching, research and public service through sustainable and ethical supply chain practices.

See Code of Conduct for Trademark Licensees.

<http://ucop.edu/sustainability/programs-initiatives/social-sustainability/index.html>

The University of California Terms and Conditions of Purchase also establish policies for sustainable purchasing across commodity categories institution-wide.

<https://stars.aashe.org/media/secure/256/6/509/2901/uc-terms-and-conditions-of-purchase%20%2023-2016.pdf>

ARTICLE 22 – ENVIRONMENTALLY PREFERABLE PRODUCTS

Supplier will use environmentally preferable products and services (i.e., products and services with a lesser or reduced effect on human health and the environment) to the maximum possible extent consistent with the Agreement. Information on environmentally preferable products and services is available at:

<http://www.epa.gov/opptintr/epp/>

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The University of California Sustainable Practices Policy:

<http://policy.ucop.edu/doc/3100155>

The University of California BUS-43/Material Management:

<http://policy.ucop.edu/doc/3220485>

(pages 3, 33, 54, 55).

The University of California BUS-8/Acquisition and Disposition of University Vehicles:

<http://policy.ucop.edu/doc/3220475>

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The University of California BUS-19/Registration and Licensing of University-Owned Vehicles:

<http://policy.ucop.edu/doc/3220476>

.

The University of California Management of Health, Safety and the Environment:

<http://policy.ucop.edu/doc/3500506>

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The Berkeley campus also requires prevailing wages for construction projects.

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

Yes

Which of the following best describes the institution's use of LCCA?:

Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

A brief description of the LCCA policy and/or practices:

The University of California's sustainability policy calls for campuses to prioritize recyclability, durability and other life-cycle concerns in a range of supply chain decisions. For example, the UC system focuses its procurement on products with ENERGYSTAR and WaterSense certification, when they are available. For packaging, the UC system requires that all packaging materials must be made from 100 percent recycled materials and be recyclable, non-toxic, biodegradable or be produced with the minimum amount of resources and be as small as possible. Also, when requested, suppliers citing environmentally preferable purchasing claims shall provide proper certification or detailed information on environmental claims, including benefits, durability and take-back, reuse, and recyclable properties.

Outlined in its own Sustainability Plan, UC Berkeley's goal for advancing sustainability in buildings is to design future projects to minimize energy and water consumption and wastewater production; incorporate sustainable design principles into capital investment decisions; base capital investment decisions on life cycle cost, including the cost of known future expenditures.

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

UC Berkeley has instituted a Green Cleaning Program that requires all cleaning products meet the LEED Existing Building criteria. The university is also phasing in the exclusive use of Green Seal-certified cleaning products through its Strategic Sourcing and local campus procurement programs.

stars.aashe.org

The university's Green Cleaning Policy can be found here:

https://stars.aashe.org/media/secure/443/7/652/5915/UCB_GreenCleaning%20Policy.pdf

The UC Office of the President is in the process of adopting enhancements to its Sustainable Practices policy that will further strengthen restrictions on the use of chemically intensive products and services across the UC system.

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:

Yes

A brief description of the published sustainability criteria for construction and renovation products:

Through its Strategic Sourcing policy, the University of California finalized a contract in 2017 to exclusively purchase from Steelcase a range of furniture such as tables, chairs, file cabinets and bookcases. Steelcase incorporates life cycle, recyclability and other sustainability criteria in its production processes.

UC Berkeley's campus design standards also require a range of sustainability criteria be adhered to in the design and construction of campus buildings. Those criteria include requirements that contractors consult with the campus Office of Sustainability early in the design phase so that new buildings meet the UC's carbon neutrality by 2025 goal. The design standards also require that new buildings and renovations use materials that are low in volatile organic compounds.

The university's campus design standards can be found here:

https://facilities.berkeley.edu/sites/default/files/uc_berkeley_real_estate_campus_design_standards_1.pdf

Additionally, all large renovations and new construction are required to meet LEED silver minimum certification. The campus routinely achieves almost all of the available LEED credits for Indoor Environmental Quality.

Finally, UC Berkeley issued several large Request for Proposals where sustainability was a strategic concern. They included the campus' Million Lamp Challenge, its Ergonomic Furniture RFP and its Maintenance, Repair and Operating RFP.

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:

Yes

A brief description of the published sustainability criteria for IT products and services:

All desktop computers, laptops, and computer monitors purchased by UC Berkeley are required to have achieved a minimum Bronze-level registration or higher under the Electronic Products Environmental Assessment Tool (EPEAT®), where applicable.

Preference will be given for electronics products that have achieved EPEAT® Silver or EPEAT® Gold registration. The registration criteria and a list of all registered equipment are provided at EPEAT.

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

www.ban.org

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

The campus' Energy Policy also calls for the increased use of data centers rather than individual servers to conserve energy use.

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:

Yes

A brief description of the published sustainability criteria for food services:

UC policy requires that campuses and health locations develop sustainability goals and initiatives in each of the four categories of sustainable food service practices listed below.

Sustainable Food Services (Section H)

A. Food Procurement - Each campus and health location food service operation shall strive to procure 20% sustainable food products by the year 2020, while maintaining accessibility and affordability for all students and UC health location's foodservice patrons.

B. Education - Each campus and health location shall provide patrons with access to educational materials that will help support their food choices.

C. Engagement With External Stakeholders - Campus and health location departments, organizations, groups and individuals shall engage in activities with their surrounding communities that support common goals regarding sustainable food systems.

D. Sustainable Operations - Campus and health location foodservice operations shall strive to earn third party "green business" certifications for sustainable dining operations.

The university's procurement policy regarding retail food service operations reads as follows:

Retail food service tenants will strive to meet the policies in III.H.1.a-d.above. Given the constraints faced by nationally-branded franchises that must purchase food through corporate contracts, location departments managing retail foodservice tenants will have the option of meeting III.H.1.a. (procuring 20% of all sustainable food products by the year 2020) by aggregating the purchases of all retail entities under the jurisdiction of a single operational unit on location.

Locations will include Section H of this Policy in lease language as new leases and contracts are negotiated or existing leases are renewed. However, locations will also work with tenants to advance sustainable food service practices as much as possible within the timeframe of current leases.

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

No

A brief description of the published sustainability criteria for garments and linens:

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:

No

A brief description of the published sustainability criteria for professional services:

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:

Yes

A brief description of the published sustainability criteria for transportation and fuels:

The University of California's Sustainable Practices policy states:

The University will implement transportation programs and GHG emission reduction strategies that reduce the environmental impacts from commuting, fleet and business air travel related to achieving the Climate Protection section of this Policy (see Section III.C.).

1. Each location will reduce GHG emissions from its fleet and report annually on its progress. Locations shall implement strategies to reduce fleet emissions and improve fuel efficiency of all university-owned or -operated fleet vehicles and equipment where practical options exist through acquisition and fleet operation protocols.

A. By 2025, zero emission vehicles or hybrid vehicles shall account for at least 50 percent of all new light-duty vehicle acquisitions.

2. The University recognizes that single-occupant vehicle (SOV) commuting is a primary contributor to commute GHG emissions and localized transportation impacts.

3. The six greenhouse gasses identified in the Kyoto Protocol are carbon dioxide, methane, nitrous oxide, sulfur hexafluoride, hydrofluorocarbons, and perfluorocarbons.

A. By 2025, each location shall strive to reduce its percentage of employees and students commuting by SOV by 10% relative to its 2015 SOV commute rates;

B. By 2050, each location shall strive to have no more than 40% of its employees and no more than 30% of all employees and students commuting to the location by SOV.

4. Consistent with the state of California's goal of increasing alternative fuel – specifically electric – vehicle usage, the university shall promote purchases and support investment in alternative fuel infrastructure at each location.

A. By 2025, each location shall strive to have at least 4.5% of commuter vehicles be ZEV.

B. By 2050, each location shall strive to have at least 30% of commuter vehicles be ZEV.

5. Each location will develop a business-case analysis for any proposed parking structures serving university affiliates or visitors to campus to document how a capital investment in parking aligns with each campus' Climate Action Plans and/or sustainable transportation policies.

Additionally, the University of California's policy on the Acquisition and Disposition of University Vehicles stresses the prioritization of fuel economy and environmental protection in vehicle purchases.

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:

Yes

A brief description of the published sustainability criteria for wood and paper products:

The University of California is phasing out the use of all paper made from virgin wood and is adopting a minimum standard of 100% Post-Consumer Waste (PCW) recycled content paper to be used in all office equipment (e.g., multi-function devices, copiers, printers, and fax machines).

University Procurement Services will use its Strategic Sourcing Program to negotiate better pricing for commodities with recycled content compared to commodities without recycled content, where such opportunities exist.

Through the Strategic Sourcing Program, University Procurement Services will develop language and specifications for RFIs, RFQs, and RFPs stating that recycled content product offerings be required where they exist.

Suppliers are discouraged from bringing hard copies of presentations to Quarterly Business Reviews. Suppliers are encouraged to present all information in electronic format that is easily transferable to university staff.

Suppliers and consultants are encouraged to print RFIs, RFQs, RFPs, Price Schedule Agreements, and required reports on a minimum of 30% PCW recycled content paper, using narrow margins and both sides of the page. These documents shall be clearly marked to indicate that they are printed on recycled content paper.

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:

No

A brief description of the published sustainability criteria for other commodity categories:

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

<https://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field are drawn largely from the University of California Sustainable Practices guidelines and UC Berkeley's Campus Design Standards as well as from individual department policies.

Score	Responsible Party
0.81 / 1.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

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

6,061,702 US/Canadian \$

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Gold	4,857,403 US/Canadian \$
EPEAT Silver	57,916 US/Canadian \$
EPEAT Bronze	56,518 US/Canadian \$

Percentage of expenditures on electronic products that are EPEAT Gold registered:

80.13

Do the figures reported above include leased equipment?:

No

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

These data were calculated from calendar year 2017.

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

<http://businessservices.berkeley.edu/computers>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

These data were drawn from UC Berkeley purchasing records from calendar year 2017. They were then analyzed against a master list of certified EPEAT items.

Score

0.10 / 1.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total expenditures on cleaning products:

414,364 US/Canadian \$

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):

103,640 US/Canadian \$

Total expenditures on janitorial paper products:

786,887 US/Canadian \$

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):

16,758 US/Canadian \$

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

10.02

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

These data are taken from calendar year 2017.

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

https://facilities.berkeley.edu/sites/default/files/fs_ucberkeley_green_cleaning_program_2010.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

These data were drawn from UC Berkeley purchasing records from calendar year 2017. They were cross-referenced against a list of certified cleaning and janitorial paper products provided by Green Seal.

Score	Responsible Party
0.70 / 1.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total expenditures on office paper :

341,359 US/Canadian \$

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	498 US/Canadian \$
30-49 percent	67,357 US/Canadian \$
50-69 percent	2,880 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	210,434 US/Canadian \$

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:

61.65

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

These figures are for calendar year 2017.

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

<https://supplychain.berkeley.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the campus' Supply Chain Management department.

Transportation

Points Claimed 5.18

Points Available 7.00

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	0.13 / 1.00
Student Commute Modal Split	1.84 / 2.00
Employee Commute Modal Split	1.21 / 2.00
Support for Sustainable Transportation	2.00 / 2.00

Score	Responsible Party
0.13 / 1.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

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

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric (including electric assist utility bicycles and tricycles)
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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

Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution’s fleet:

524

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	35
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	3
100 percent electric	24
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	7
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

Do the figures reported above include leased vehicles?:

Yes

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

Besides complying with EPA Act, UC Berkeley requires the acquisition of Alternative Fuel Vehicles (AFV) wherever operationally and financially feasible. Our standards require an AFV be used if it can do the job at a reasonable cost.

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

<http://property.berkeley.edu/fleet-services>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

More than 35% of the campus fleet is considered green including our flex-fuel gasoline/E85 vehicles (not included above). The campus owns several vehicles that are partial zero-emission vehicles (option not included above). Additionally, electric carts are used on campus but are not considered part of the fleet if they do not require street legal licensing.

The information in this field was provided by the campus Fleet Services coordinator.

Score	Responsible Party
1.84 / 2.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

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

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

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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation:

91.90

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Every year the campus conducts a transportation survey on campus that includes determining mode split. The survey is distributed to the entire campus via email.

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	8.10
Walk, bicycle, or use other non-motorized means	61.20
Vanpool or carpool	3.20
Take a campus shuttle or public transportation	26.10

Use a motorcycle, scooter or moped	1.40
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The website URL where information about the programs or initiatives is available:

<http://pt.berkeley.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the campus Alternative Transportation Department.

Score	Responsible Party
1.21 / 2.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

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

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

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

Total percentage of the institution’s employees that use more sustainable commuting options as their primary method of transportation:

60.60

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Every three years the campus conducts a comprehensive transportation survey of 9,300 faculty and staff to determine mode split, with a response rate of about a third of respondents. These data are from 2016.

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	39.40
Walk, bicycle, or use other non-motorized means	23.30
Vanpool or carpool	8.20

Take a campus shuttle or public transportation	27.30
Use a motorcycle, scooter or moped	1.20
Telecommute for 50 percent or more of their regular work hours	2.60

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

https://drive.google.com/file/d/0BxGz6p5__n7ORnVfelNZRUFIIdEcZdnFHSVBPQWVKdHZyX3Rn/view

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data show that 2.6% of the employees telecommute more than 50% of their work time. The campus survey let respondents indicate multiple modes of transportation, explaining why the sum of the different modes is higher than the total figure entered in the first field.

The information in this field was provided by the campus Alternative Transportation Program, which is part of Parking and Transportation.

Score

2.00 / 2.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a "complete streets" or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option, for employees, either as a matter of policy or as standard practice, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Secure bicycle parking provides 10 covered bike parking facilities and at least six bike rooms (within buildings) on campus. The campus has six electronic bike lockers available to commuters, as well as for visitors. At least eight campus buildings have shower facilities that are available to cyclists, in addition to a bicycle commuter shower program open to all campus commuters at recreation sports facilities.

Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

The campus has an extensive bicycle parking program and has been investing in safe and secure parking for more than 25 years. The campus provides more than 4,000 short-term bike parking spaces (racks) at convenient locations around non-residential portions of campus. Nearly all buildings have some bike parking within 50 feet of entrances. In 2017, a bike rack inventory and utilization survey was updated to include a geocoded database of all bike parking facilities. Both short-term (racks) and long-term (cages, rooms) bike parking areas are available within 330 feet of building entrances at all residential buildings managed by the campus.

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:

Yes

A brief description of the bicycle and pedestrian plan or policy:

The campus has a network of bicycle paths as defined in our campus Bicycle Plan:

https://capitalstrategies.berkeley.edu/sites/default/files/ucb_bikeplanfinal.pdf

This plan also specifies how the campus network integrates with the city's extensive bicycling network, which is also part of the regional network. The campus landscape master plan outlines policies related to providing continuous pedestrian and bicycle paths throughout the campus.

In 2017, UC Berkeley was designated a Gold Bicycle Friendly University by the League of American Bicyclists.

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

Yes

A brief description of the bicycle sharing program:

The San Francisco Bay Area has instituted a public bike sharing program that campus affiliates can participate in. Ford GoBike is the region's bike sharing system with more than 7,000 bikes and 70 stations across the region, with locations in San Francisco, Redwood City, Mountain View, Palo Alto and San Jose and stations being added to Berkeley and Oakland this year. The system is intended to provide Bay Area residents and visitors with an additional transportation option. The regional bike share program offers 10 bike share stations within 1/2 mile of the central UC Berkeley campus. Parking and Transportation is working with the Associated Students of the University of California on a grant to provide free FordGoBike BikeShare memberships to Educational Opportunity Program (EOP) students along with free or reduced-cost memberships to the general student population. EOP students will be given a free year of BikeShare memberships with the possibility of subsidizing (75-100%) of a students' second-year BikeShare membership.

UC Berkeley is piloting an electric assist bike share program with 100 bikes for intercampus and intracampus travel. The program is geared for not only more direct routes to campus buildings but also reaches parts of the campus where Ford GoBike does not have any stations.

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

Yes

A brief description of the mass transit programs:

The campus offers a deeply discounted unlimited ride pass for local transit to faculty, staff and students. Subsidies on tickets for other transit providers are also offered for faculty, staff and students. Faculty and staff can purchase transit through pre-tax payroll deductions. Faculty and staff are eligible for a guaranteed ride home program (free rides home in the event of a personal emergency) and discounted daily parking on days when they need to drive alone.

Since 1998 students have included a student transit fee as part of their registration fee. This has supported the unlimited ride pass and the campus shuttle program for over 18 years.

More than 42,000 students pay for and receive a discounted AC Transit pass. Over 22,000 students and over 800 faculty/staff used their subsidized AC Transit passes in October 2016. Average monthly Bear Transit shuttle ridership exceeded 53,000 boardings by October 2016 - a 12% year-over-year ridership increase. The AC Transit pass is valid for travel on all of the system's 151 routes, including between the East Bay and San Francisco.

The campus operates an extensive day and night shuttle system, Bear Transit, servicing the campus and the vicinity. Anyone can ride our shuttles, which provide convenient transportation between campus, Downtown Berkeley BART, parking lots, Clark Kerr campus, the Hill area, residence halls, Richmond Field Station (RFS) and north and south sides of campus. Shuttles are free to faculty, staff and students.

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:

Yes

A brief description of the guaranteed return trip program:

The free Guaranteed Ride Home Program offers up to 6 emergency taxi rides or car rentals each year for commuters using transit, ridesharing, walking and bicycling. The Guaranteed Ride Home program also includes reimbursements for use of transportation network company (Uber/Lyft) services. The program is provided by Alameda County to all UC Berkeley employees to return home, within 125 miles.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

UC Berkeley incentivizes carpooling by offering deeply discounted carpool parking permits and free reserved carpool parking spaces. The carpool parking system is designed to allow students and faculty/staff to carpool together. Free ridematching is available through a regional service for ongoing carpooling arrangements. The campus offers RideAmigos website services free of charge to faculty, staff and students for additional ridematching options. Faculty and staff carpoolers and vanpoolers can purchase fares and permits pre-tax. Faculty and staff are offered discounted daily parking on days when a ridesharer needs to drive alone.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

UC Berkeley has a variety of car sharing services on, or just adjacent to campus including Zipcar and Enterprise Rent a Car. Each service provides its members with short-term car rentals. The vehicles are conveniently located on campus as well as in the city of Berkeley and throughout the region. Each car-sharing service offers its own unique fee structure, eligibility requirements and philosophies. Each service provider offers a program for students ages 18 to 21, to serve a younger population that is sometimes not eligible for rental cars. Members can use the cars available on campus or throughout the network. The campus is now offering a car share program for university business. The GIG program also offers students and staff one-way car-sharing options between campus and homes in the East Bay.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

The Stadium/Maxwell Parking Garage provides 8 L2 vehicle chargers for campus faculty, staff, students and visitors. The Upper Hearst Parking Structure provides 2 L1 chargers for faculty and staff. The Telegraph/Channing garage and Oxford/Fulton garage are near public charging stations.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

UC policy allows managers and supervisors to offer telecommuting options to employees. Some departments on campus offer this option. This is available to both faculty and staff. A recent transportation survey shows almost 3% of employees telecommute 50% or more of the time.

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:

Yes

A brief description of the condensed work week option:

UC Policy allows managers and supervisors to offer a condensed work week option to employees. This condensed schedule can be on a fixed or variable arrangement.

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

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

UC Berkeley does provide some faculty housing that is of walking or transit distance to campus. The campus built a condominium complex and sold them at less than market rate near campus for purchase by faculty. The transportation incentives offered by the campus encourage employees to live near campus or conveniently located near transit hubs.

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:

Yes

A brief description of other strategies to reduce the impact of commuting:

Since the 1980s the campus has provided incentives for alternatives to driving alone.

The campus has invested in a large number of student residence hall and apartment units at walking or a transit ride distance from campus. This has been instrumental in the more than 90% of students commuting by sustainable transportation methods. For over a decade the campus has participated in the regional bike to work day, attracting hundreds of cyclists each year to celebrate active transportation. Students have also opened a bicycle repair shop on campus.

The campus manages its parking to support sustainable transportation and make it attractive. All parkers must pay to park - no free parking is offered. The campus only has 5,500 parking spaces to support a daily population of more than 45,000

people. Students can only buy a parking permit for campus by exception or if they live more than 2 miles from the campus. The campus Long Range Development Plan limits the number of parking spaces that the campus can build during the timeframe of the plan.

The campus Long Range Development Plan also prioritizes new campus-built housing to be located within the Housing Zone - a zone defined as being a 20-minute transit ride to the central campus.

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

<http://pt.berkeley.edu/>

Additional documentation to support the submission:

[UC Berkeley Bike Plan.pdf](#)

Data source(s) and notes about the submission:

Information from this field was provided by the campus Parking and Transportation department.

Waste

Points Claimed 7.02

Points Available 10.00

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 Minimization and Diversion	5.02 / 8.00
Construction and Demolition Waste Diversion	1.00 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
5.02 / 8.00	Kira Stoll Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency’s Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	2,577.02 Tons	2,374 Tons
Materials composted	1,721.69 Tons	783 Tons
Materials donated or re-sold	0 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	3,709.15 Tons	6,385 Tons
Total waste generated	8,007.86 Tons	9,542 Tons

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

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

	Start Date	End Date
Performance Year	July 1, 2017	June 30, 2018
Baseline Year	July 1, 2000	June 30, 2001

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The baseline year was set for the year when both waste and residential student data became available.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	8,065	6,349
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	42,103	32,128
Full-time equivalent of employees (staff + faculty)	15,475	14,371
Full-time equivalent of students enrolled exclusively in distance education	0	0
Weighted campus users	45,199.75	36,461.50

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.18 <i>Tons</i>	0.26 <i>Tons</i>

Percentage reduction in total waste generated per weighted campus user from baseline:

32.30

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

53.68

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

53.68

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes

Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

UC Berkeley widely reuses and donates classroom and office furniture.

The campus also participates in Recyclmania, a competitive challenge among universities for waste reduction.

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Average contamination rate for the institution's recycling program (percentage, 0-100):

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

By using multi-stream methods the campus aims to reduce contamination of the waste stream.

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift

individual attitudes and practices such as signage and competitions:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

The campus Waste Audit Team perform waste audits for different buildings on campus. The team conducts multiple daylong audits to get a full assessment of a building's waste stream to better address ways the building can improve its waste sorting and decrease the amount of waste produced. The team goes to the building, collects the landfill waste and sorts through the material. The waste is sorted into six categories: landfill, mixed paper, cardboard, compost, metal and glass, recyclable plastics and non-recyclable plastics.

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

Cal Zero Waste and our Green Labs works with our procurement department on identifying and buying more products that prevent waste.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

ReUSE focuses on pulling reusable items (e.g. stationary, binders, books, and clothes) out of the waste stream and recirculating them both on-campus and within the Berkeley community. To achieve this goal, ReUSE has a number of projects, including ReUSE Stations, move-outs, Refills Not Landfills and the Eco Bike.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

The campus now has a reuse store open in the student union.

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

UC Berkeley has stopped printing course catalogs, schedules and other similar materials. Similarly, the campus minimizes printed materials at student orientation and other annual events.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

The ReUSE Program holds a Move-Out Reader and Clothing Collection in the residence halls every May. ReUSE places a canvas cart for clothing and a tall plastic toter bin for readers on the ground floor of every building with signs and labels directing residents to donate their gently-used materials in the appropriate receptacles. Students are also encouraged to post their larger items on the campus online materials exchange (

exchange.berkeley.edu

) to give away to others in the campus community for free rather than throwing reusable materials away. Over the summer, ReUSE student volunteers help organize collected clothes and readers to distribute back to the campus community at the beginning of each semester.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Refills not Landfills is a program that aims to promote refillable mugs on campus in an effort to reduce the number of single-use coffee cups.

The campus has a student-run Zero Waste Research Center that targets upstream materials and aims to find alternatives for these items. The campus also participates in the plastic disclosure project.

The goal of the EPP Road Show is to promote environmentally preferred alternatives to common office supplies. The Zero Waste Research Center chose products that produce less waste than their counterparts or are made out of recycled content. For example, Pilot's B2P (Bottle to Pen) is a pen made out of recycled plastic water bottles, which means it is a #1 PET plastic and is readily recyclable. Also, it is refillable which allows for the continual use of the pen while only throwing away the empty ink.

Mail Services and others work with vendors such as Ecological Mail and Intra Mail network to reduce unwanted mail.

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

<https://facilities.berkeley.edu/departments/cal-zero-waste>

Additional documentation to support the submission:

[UC Berkeley waste, recycling data.xls](#)

Data source(s) and notes about the submission:

The information in this field was provided by UC Berkeley Recycling & Refuse Operations.

Construction and Demolition Waste Diversion

Score

1.00 / 1.00

Responsible Party

Kira Stoll

Director of Sustainability

Office of Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered during the most recent year for which data is available within the previous three years:

338.49 Tons

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:

0 Tons

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

100

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

Construction contracts require recycling and diversion and set a goal of 75%. Campus project managers monitor contractors adherence to diversion practices.

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

<https://capitalstrategies.berkeley.edu/contractors-consultants>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Score

1.00 / 1.00

Responsible Party**Kira Stoll**Director of Sustainability
Office of Sustainability

Criteria**Part 1**

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The primary incentive to reduce the generation of hazardous waste is to minimize the purchase of unnecessary or excess quantities of chemicals, since these items must eventually be disposed of as hazardous waste. UC Berkeley Environmental Health & Safety charges Principal Investigators for chemical waste disposal from their laboratories. EH&S also promotes additional waste minimization techniques by way of education and a fact sheet.

Approximately 80% of chemical waste is considered "non routine" (research, construction and maintenance) and therefore reduction strategies are difficult to implement. Non-routine wastes are excluded from California's SB 14 Waste Minimization Plan for just that reason.

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

All chemical waste is carefully screened to ensure it is managed safely. Any chemical waste that does not pass California's strict, multi-agency disposal criteria is considered hazardous waste and collected for disposal.

Campus researchers prepare waste for disposal and utilize an online system to request pickups. Environmental Health & Safety transports chemical waste to a state-of-the-art hazardous waste facility on campus. Technicians and specialists lab pack or otherwise manage items at the waste facility, ship them for off-site disposal and charge the cost back to the laboratory. EH&S summarizes safe and compliant chemical waste disposal procedures in a fact sheet.

Universal waste batteries are collected by individual departments throughout the campus and collected by EH&S for off-site management. All light bulbs (except incandescent) and electronic wastes are also collected for recycling. EH&S summarized these recycling procedures in a fact sheet. Other electronic waste, such as computers and monitors, is collected and managed by Campus Surplus.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

In the previous three years, no significant hazardous material release incidents have occurred.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The College of Chemistry generates roughly 70% of the all chemical waste on campus. The College maintains its own in-house chemical storage and reuse facility to encourage reuse and reduce disposal costs. The impressive 13,000-item reuse program is managed by a dedicated staff chemist. Approximately 3,000 items are reused within the College every year.

For the remainder of campus, EH&S just launched a new Chemical Inventory System in 2015. Labs will soon be able to identify chemicals that are no longer needed. Once implemented, items up for reuse can be advertised and redistributed by EH&S.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

UC Berkeley departments with unwanted electronics contact Cal Surplus for a waste pickup. Cal Surplus employs an IT specialist to refurbish reusable computers and peripherals. Non-reusable electronics become e-waste and are shipped to the permitted and certified e-stewards recycler. EH&S periodically (1) audits campus departments to ensure they recycle their electronics; (2) trains refuse drivers on how to identify e-waste in the trash; (3) provides stickers for garbage cans/dumpsters prohibiting disposal of e-waste into the trash; and (4) provides guidance on its web site.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

62 Tons

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

<https://ehs.berkeley.edu/sites/default/files/lines-of-services/workplace-safety/55electronicwaste.pdf>

Additional documentation to support the submission:

[2017.HMMT.EWasteReport.Data.pdf](#)

Data source(s) and notes about the submission:

Information for this field came from the UC Berkeley Environmental Health & Safety office. The campus' electronic waste is handled by CEAR, or California Electronic Asset Recovery, which is certified under e-Stewards and Responsible Recycling. Recycling data from calendar year 2017.

Points Claimed 7.23

Points Available 8.00

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

Credit	Points											
Water Use	5.23 / 6.00											
	<p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p>											
	<table><tr><th>Physical Risk QUANTITY</th><th>Points Available For Each Part</th><th>Total Available Points For This Credit</th></tr><tr><td>Low and Low to Medium Risk</td><td>1■</td><td>4</td></tr><tr><td>Medium to High Risk</td><td>1■</td><td>5</td></tr><tr><td>High and Extremely High Risk</td><td>2</td><td>6</td></tr></table>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low and Low to Medium Risk	1■	4	Medium to High Risk	1■	5	High and Extremely High Risk	2
Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit										
Low and Low to Medium Risk	1■	4										
Medium to High Risk	1■	5										
High and Extremely High Risk	2	6										
	Close											
Rainwater Management	2.00 / 2.00											

Score	Responsible Party
5.23 / 6.00	

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1■	4
Medium to High Risk	1■	5
High and Extremely High Risk	2	6

[Close](#)

Kira Stoll
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:

High

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	608,499,783 <i>Gallons</i>	791,947,244 <i>Gallons</i>

Potable water use:

	Performance Year	Baseline Year
Potable water use	608,395,783 <i>Gallons</i>	791,947,244 <i>Gallons</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2007	Dec. 31, 2007

A brief description of when and why the water use baseline was adopted:

The baseline year of 2007 was the year prior to the adoption of the campus water use goal that set in motion more mitigation measures.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	8,065	7,180
Number of employees resident on-site	0	0

Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	42,103	33,948
Full-time equivalent of employees (staff + faculty)	15,475	15,190
Full-time equivalent of students enrolled exclusively in distance education	0	0
Weighted campus users	45,199.75	38,648.50

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	13,460.16 <i>Gallons</i>	20,491.02 <i>Gallons</i>

Percentage reduction in potable water use per weighted campus user from baseline:

34.31

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	16,284,867 <i>Gross Square Feet</i>	15,838,197 <i>Gross Square Feet</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	37.36 <i>Gallons / GSF</i>	50.00 <i>Gallons / GSF</i>

Percentage reduction in potable water use per unit of floor area from baseline:

25.28

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):

Yes

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	178 Acres	178 Acres

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	3,418,538.11 Gallons / Acre	4,449,141.82 Gallons / Acre

Percentage reduction in total water use per unit of vegetated grounds from baseline:

23.16

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

The ongoing drought conditions in California have kept messaging about water use visible in signing at the Recreation Sports facilities and various locations around campus.

A brief description of the institution's water recovery and reuse initiatives:

Approximately 24,000 gallons of rainwater are reused each year for irrigation at the UC Berkeley School of Law. In addition, the estimate of recycled/reused water includes 80,000 gallons from the Eshleman rain water system (assumes the 40,000 gallon tank was filled and used at least twice). Finally, the new Chou Hall at the Haas School of Business also recycles rain water captured in rooftop cisterns.

The campus also uses well (ground) water for pressure washing of sidewalks, pathways, egresses, entries, patios and stairs.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

The campus during renovation projects replaces domestic water features with more efficient models as a regular practice.

Students working with housing staff have been testing different low-flow shower heads and toilets in residence halls.

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

<http://sustainability.berkeley.edu/water>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Facilities Services' Water Operations.

104,000 gallons non-potable water accounted for (Boalt and Eshleman).

Score

2.00 / 2.00

Responsible Party

Kira Stoll

Director of Sustainability
Office of Sustainability

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g. state/provincial 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

Which of the following best describes the institution's approach to rainwater management?:

Comprehensive policies, plans or guidelines that require LID practices for all new projects

A brief description of the institution's green infrastructure and LID practices:

We are now and have been for more than a decade implementing robust storm water pollution prevention plans.

We have a full time Environmental Protection construction liaison. He implements what's known as the Construction Stormwater General Permit Plan that requires construction projects on campus to adhere to a set of requirements to prevent pollutants (mostly sediment) from leaving the sites. He performs regular inspections of all the construction sites and relays findings to project managers.

Overall, UC Berkeley's pollution prevention measures slow water from reaching the stormwater system. Retention structures also provide flood protection and stop water from infiltrating the groundwater table. Instead, the water is held in a swale or vault.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

UC Berkeley has a Campus Stormwater Management Plan that involves all the rest of campus operations other than construction, i.e. regular inspection of Strawberry Creek for illicit discharges, investigation of discovered discharges and training of all staff (PP-CS, RSSP, Athletics, ASUC) on best management practices to prevent non-storm discharges to the creek. The campus also inspects campus infrastructure that may pose a threat to water quality (fuel tanks, sewer lines, steam lines, trash collection areas). The little blue oval discs describing stormwater practices placed next to campus storm

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inlets are one example of UC Berkeley education about water quality impacts as are the numerous tours and talks offered to students (UC Berkeley and K-12).

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

<http://ehs.berkeley.edu/images/ehs/pubs/57keepstrwcrkclean.pdf>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the campus Environment, Health & Safety office.

Planning & Administration

Coordination & Planning

Points Claimed 7.50

Points Available 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Participatory Governance	2.50 / 3.00

Score

1.00 / 1.00

Responsible Party**Kira Stoll**Director of Sustainability
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:

Yes

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

The purpose of the Chancellor's Advisory Committee on Sustainability (CACS), which first met in October 2003, is to promote environmental management and sustainable development at UC Berkeley. The Committee is charged with advising the Chancellor on matters pertaining to the environment and sustainability as it directly relates to UC Berkeley. To fulfill this obligation, CACS draws strength from its diverse composition of faculty, staff, students and alumni.

The mission of the Committee is composed of three central goals:

To engage the campus in an ongoing dialogue about reaching environmental sustainability

To integrate environmental sustainability with existing campus programs in education, research, operations, and public service

To instill a culture of sustainable long-range planning and forward-thinking design

Cal Climate Action Steering Committee (CalCAP) provides a forum for stakeholders from across campus to offer input into campus greenhouse gas emissions goals and strategies. The Steering Committee is staffed by the Office of Sustainability and the committee has more than thirty active members including students, staff, faculty and administration.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Committee and membership information can be found:

<https://sustainability.berkeley.edu/cacs>

<https://sustainability.berkeley.edu/carbon-neutrality/calcap/calcap-steering-committee>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The UC Berkeley Office of Sustainability helps to develop, coordinate, and support campus sustainability goals and initiatives. Our work includes fostering a culture of sustainability and helping the campus reduce greenhouse gas emissions and reach climate neutrality.

We strive for excellence in breadth and depth, by:

Implementing Bright Green programs to reduce our ecological footprint.

Raising awareness through our Talking Louder campaign.

Striving for transparency and accountability through our annual Campus Sustainability Report and Plan.

The Student Environmental Resource Center, part of Student Affairs division, focuses on student sustainability co-curricular activities. SERC has one full-time director.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kira Stoll, Director of Sustainability

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:

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Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The UC Berkeley Office of Sustainability provides campus leadership by setting ambitious sustainability goals and strategies and by accelerating the achievement of these goals through project implementation, planning, partnerships and community engagement. Our mission is to integrate cutting-edge sustainability practices into our operations, foster the culture of sustainability at home and in the world, and enable and improve excellence in sustainability.

Some recent achievements led by the sustainability officer:

- 1MW of on-site solar was installed on campus.
- Completed a carbon neutrality planning framework
- Led the UC systemwide Cool Campus Challenge

Additionally, UC Berkeley's highlighted achievements can be found in UC systemwide annual sustainability reports:

<http://ucop.edu/sustainability/policy-areas/annual-reports.html>

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

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

<http://sustainability.berkeley.edu/our-story>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the UC Berkeley Office of Sustainability and Energy.

Score

4.00 / 4.00

Responsible Party

Kira Stoll
Director of Sustainability
Office of Sustainability

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

UC Berkeley's highest level plan is its Long Range Development Plan, which was approved by the UC Regents in 2005 and guides the campus through at least 2020. The overall intent of LRDP is to realize the campus academic vision. Among the plan's nine stated objectives is: "Plan Every New Project as a Model for Resource Conservation and Environmental Stewardship." In the "Sustainable Campus" part of the plan, UC Berkeley prioritizes five environmental initiatives such as incorporating sustainable design principles into capital investment decisions and designing new projects to minimize water and energy consumption and waste-water production. The section introduction lays out the university's environmental priorities: "As one of the world's great research universities, UC Berkeley has a special obligation to serve as a model of how creative design can both minimize resource consumption and enhance environmental quality. Each new capital investment at UC Berkeley has the potential to advance the state of the art in responsible, sustainable design, and thereby contribute to our mission of public service." The LRDP was developed with a required Environmental Impact Report (EIR), to monitor development impacts and proscribe mitigation measures. The EIR contains very specific environmental mitigation and improvement strategies, some quantifiable that are required to be implemented.

In 2009, the university added an amendment to the Environmental Impact Report of the Long Range Development Plan. The amendment detailed technical criteria on environmental metrics such as greenhouse gas emissions inventories and construction emissions. It also specifically called out that campus would follow all of the UC Sustainability Practices policy goals, including the quantitative improvement measures that are part of the policy.

The Long-Range Plan, the Environmental Impact Report and the EIR Amendment can be found here:

https://capitalstrategies.berkeley.edu/sites/default/files/lrdp_2020.pdf

<https://capitalstrategies.berkeley.edu/sites/default/files/eir-volume-1.pdf>

https://capitalstrategies.berkeley.edu/sites/default/files/ucberkeley_2020_lrdp_amendment_and_addendum_to_address_climate_change.pdf

A copy of the strategic plan:

The website URL where the strategic plan is publicly available:

https://capitalstrategies.berkeley.edu/sites/default/files/lrdp_2020.pdf

Does the institution have a published sustainability plan (apart from what is reported above)? :

Yes

A copy of the sustainability plan:

The website URL where the sustainability plan is publicly available:

<https://sustainability.berkeley.edu/plans-reports/sustainability-planning>

Does the institution have a published climate action plan (apart from what is reported above)? :

Yes

A copy of the climate action plan:

The website URL where the climate action plan is publicly available:

<https://sustainability.berkeley.edu/plans-reports/sustainability-planning>

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :

Yes

A list of other published plans that address sustainability, including public website URLs (if available):

<https://sustainability.berkeley.edu/plans-reports/sustainability-planning>

<https://sustainability.berkeley.edu/plans-reports/sustainability-reports>

Sustainability Planning
2009 Sustainability Plan (with 2013 updates)
2009 Water Action Plan
2011 Transportation Demand Management Plan
Campus Bicycle Plan (2006)
2013 UC Berkeley Zero Municipal Solid Waste Plan
2020 Long Range Development Plan (2005)

Climate Action Planning
2025 Carbon Neutrality Planning Framework (2016)
2009 Climate Action Plan
2007 CalCAP Feasibility Report

Additionally, campus physical and environmental long-range development plans and environmental impact reports include specific measures for climate, transportation, utilities and more operational aspects.

<https://capitalstrategies.berkeley.edu/pep/campus-planning-documents>

<http://guides.lib.berkeley.edu/c.php?g=15064&p=708250>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:

Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

UC Berkeley's 2002 and currently adopted Strategic Academic Plan identifies 10 broad academic themes of exceptional promise that the campus is tasked to develop programs and curriculum for - within the following decade - based on the principles articulated in the academic plan. Two of the principles explicitly address sustainability themes and were intended to be developed during the life of the plan:

Metropolitan Studies - The dramatic growth of global urbanization, and its implications for human and environmental health and the distribution and consumption of resources.

Environment - The impacts of human activity on our planet's ecosystems, and how to manage and mitigate those impacts.

<http://vpsafp.berkeley.edu/media/Strategic-Academic-Plan-02.pdf>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:

Yes

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

UC Berkeley's Long Range Development Plan specifically lists environmental health and agricultural productivity as objectives for campus research. It reads:

"Research is also fundamental to our mission of public service. The direct public benefits of the research and scholarship undertaken at UC Berkeley range from advances in human and environmental health, to new insights into personal and social behavior, to improved agricultural and industrial productivity."

The plan then identifies the Environment and Global Metropolitan Studies as targeted areas for development in coursework and research over the next 10 years.

The general course of actions that will be measured are:

Define the problem in detail, suggest new approaches and describe the likely impact of changes.

Undertake demonstration projects involving collaborations with governments and institutions that use experimental methods when possible to determine if the new approaches will ameliorate the problem.

Commit to having an impact in at least some of the areas identified in the next 10 years.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

UC Berkeley's Student Environmental Resource Center (SERC) adopted a 2017-2022 strategic plan that includes measurable objectives such as expanding access and opportunities for co-curricular learning opportunities and developing institutional pathways for clubs and student groups to increase intersectional engagement with SERC. The resource center is an official functional unit of the student affairs administration. Among its duties is handing out Green Initiative Fund money raised from student fees. The plan can be seen at:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

The Environmental Impact Report of UC Berkeley's Long Range Development Plan, the campus' highest level planning document, requires the campus follow the California Environmental Quality Act (CEQA) on all capital and land use projects. CEQA and the EIR have legally defined public participation process guidelines that are followed by the university. Any project that involves building and land use requires public participation, notice, and public record. Therefore, 100% of new building space, large renovations and defined changes to the campus landscape include options for the public to review, comment and respond to. Since the publication of the Long Range Development Plan and the Environmental Impact Report, numerous projects have had this environmental review opportunity by the public.

https://www.ucop.edu/ceqa-handbook/chapter_04/4.1.html

More information about the public participation requirements can be found here:

https://www.ucop.edu/ceqa-handbook/chapter_04/4.1.html

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:

Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

As part of the UC Sustainability Plan, UC Berkeley intends to reduce its total carbon emissions by about 80% by 2025. The remaining 20% of Berkeley's emissions outside of the 2025 goal are associated with the campus commute, business air travel, waste, and water. This goal will require infrastructure investments, new resources and inclusive and reliable partnerships between the campus, UC Office of the President and other stakeholders. While implementing efficiency measures will remain important, a significant focus will need to be on the acquisition of renewable energy – both electricity and fuels.

Measures to meet carbon neutrality include: energy efficiency, alternative fuel vehicles, biogas, on-site solar and renewable power from the utility.

Related planning documents can be found here:

<https://sustainability.berkeley.edu/plans-reports/sustainability-planning>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

UC Berkeley's Long Range Development Plan and Environmental Impact Report, including the 2009 amendment, includes the following policies:

Design New Buildings To A Minimum Standard Equivalent To Leed 2.1 Certification Silver Or Systemwide Sustainability Policy Standards, Whichever Is More Stringent.

Design New Laboratory Buildings To A Minimum Standard Equivalent To Leed 2.1 Certification And Labs 21 Environmental Performance Criteria Or Systemwide Sustainability Policy Standards, Whichever Is More Stringent.

Design New Buildings To Outperform The Required Provisions Of Title 24 Of The California Energy Code By At Least 20 Percent Or Systemwide Sustainability Policy Standards, Whichever Is More Stringent.

Per the LRDP: Many other institutions have adopted the LEED (Leadership in Energy & Environmental Design) system as their reference standard for sustainable design. The LEED system offers a reference standard that is well established and well supported by the design industry. However, it is also generic: It does not address particular building types or physical environments, nor does it address multi-building campus environments. As a research university, with a wide range of laboratories and other specialized buildings, UC Berkeley would be best served in the long run by performance guidelines more specific to our unique facility inventory and our temperate climate.

However, given the intensive pace of new construction and renovation on the Berkeley campus, it is imperative that we begin now to incorporate the principles of sustainable design into every new project. The LEED system is our best option today. The campus currently has 19 U.S. Green Building Council Leadership in Energy and Environmental Design LEED certified building projects, representing over 12% of total square footage. This includes one Platinum, 11 Gold, 6 Silver and one Certified LEED building projects.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:

Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans

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in which each objective is included:

UC Berkeley's Long Range Development Plan calls for future projects to minimize energy and water consumption and wastewater production. It reads:

Sustainable Campus describes a comprehensive strategy to minimize campus power and water consumption. Substantial savings in water and energy consumption can often be achieved through intelligent design at little or no increase in cost: for example, by the careful selection of landscape materials, and by orienting and configuring building volumes and composing building facades to optimize energy performance. The Campus Park Guidelines include several such provisions, which should inform every future project.

In addition, the campus' Sustainability Plan includes a section on energy and climate. And the campus has an energy policy to support energy conservation.

UC Berkeley has already set ambitious greenhouse gas emissions reduction targets and identified multiple strategies for achieving the target. The Cal Climate Action Partnership Program (CalCAP) program, managed by the Office of Sustainability and overseen by the CalCAP Steering Committee, guides the campus' carbon reduction efforts.

Goals:

By 2014, reduce greenhouse gas emissions to 1990 levels (CalCAP). Achieve climate neutrality as soon as possible (CalCAP, UCOP)

Key Strategies outlined in the 2009 Sustainability Plan:

Reduce systemwide growth-adjusted energy consumption by 10% or more by 2014 from the year 2000 base consumption level. (UCOP)

Work on UC system goal to provide up to ten megawatts of local renewable power by 2014. (UCOP)

Procure 20% of electricity needs from renewable sources by 2010. (UCOP)

Develop a campus standard for sustainable design specific to our site, climate, and facility inventory. (LRDP)

Update the Campus Design Standards and set a campus-wide energy policy.

Implement strategies and actions identified in the UC Berkeley 2009 Climate Action Plan and future climate action plans.

In addition, the campus has adopted newer energy-related goals to meet the UC's 2025 Carbon Neutrality target:

Energy Efficiency - reduce energy use intensity by 2% annually.

On-campus renewable electricity - add 2.5 MW of solar.

Off-campus clean electricity - by 2025 procure 100% clean electricity.

On-campus combustion - by 2025 40% of natural gas will be replaced by biogas.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:

Yes

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Through the Sustainability Report, the campus has set a measurable objective of increasing sustainable food purchases by campus foodservice providers. So far, sustainable food purchases exceeds 20%.

For more information on the Sustainability Report:

<https://sustainability.berkeley.edu/plans-reports/sustainability-reports>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:

Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

UC Berkeley's Sustainability Plan includes the following policies:

The 2020 Long Range Development Plan (LRDP) describes a framework for land use and investment to meet the academic goals and objectives of the University. The companion Environmental Impact Report provides information on the environmental implications of the LRDP and includes an extended treatment of potential impacts and mitigation best practices. Importantly, the LRDP delineates a comprehensive approach for achieving a sustainable campus.

Goal: Plan every new project to serve as a model of resource conservation and environmental stewardship (LRDP)

Key Strategies:

Implement an ongoing program of investment to restore and renew the campus park landscape; implement a program of strategic investment in new and enhanced campus open park spaces. (LRDP)

Continue to manage runoff into storm drain systems such that the aggregate effect of projects implementing the 2020 LRDP is no net increase in runoff over existing conditions. (LRDP EIR)

Continue to revise and implement the Strawberry Creek Management Plan (SCMP) to include recommendations for habitat restoration and enhancement along specific segments of the creek. (LRDP EIR)

Continue implementing an urban runoff management program as published in the Strawberry Creek Management Plan. (LRDP EIR)

Manage the natural preserves based on ecological principles, including replacing invasive exotic plants with native plants suited to this biotic zone, replacing unhealthy plants and plants at the ends of their natural lives, and preserving and enhancing the habitat value of the zone. (LRDP)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address

Purchasing?:

Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

UC Berkeley's Procurement Guidelines as contained within the campus' Sustainability Plan require that the campus comply with the University of California environmentally-preferable purchasing policies and procedures. (UCOP).

The UCOP purchasing policy mandates Green Spend practices that, among other things, requires the purchase of Energy STAR and WaterSense products where price comparable and consistent with the needs of researchers, faculty and staff. The guidelines also establish economically and socially responsible spending criteria and require the purchase of products that are free of hazardous additives and other toxic chemicals and components. The purchasing policy can be found here:

https://www.ucop.edu/procurement-services/_files/sustainableprocurementguidelines.pdf

More University of California sustainable purchasing requirements, as found in the UC Sustainable Practices Policy, include the below. Again, UC Berkeley's Sustainability Plan requires the campus follow these larger UC-wide purchasing guidelines.

100% compliance with Required Level Green Spend criteria within three(3) fiscal years of the addition of those products and/or product categories to the Guidelines.

25% Green Spend as a total percentage of spend per product category; target to be reached within three (3) fiscal years after a category is added to the Guidelines.

25% Economically and Socially Responsible Spend as a total percentage of addressable spend; target to be reached within five (5) fiscal years of adoption of this section in the Guidelines.

The University's sustainable purchasing reporting requirements are:

Reporting on percent Green Spend beginning at the close of the first full Fiscal Year after a category is added to the Guidelines.

Reporting on percent Economically and Socially Responsible Spend beginning at the close of Fiscal Year 2018/19.

Reporting on percent Sustainable Spend will be piloted by UCOP beginning at the close of Fiscal Year 2018/19.

Each University's Procurement department will integrate sustainability into its processes and practices, including competitive solicitations, in order to satisfy the sustainable purchasing goals outlined above for products, as well as for the procurement of services.

The University will do so by:

a. Allocating a minimum of 15% of the points utilized in solicitation evaluations to sustainability criteria. Criteria may include, but is not limited to, sustainable product attributes, supplier diversity, supplier practices, contributions to health and wellbeing, and materials safety.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:

Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

UC Berkeley's Sustainability Plan includes the following measurable sustainable transportation goals:

The University will implement transportation programs and GHG emission reduction strategies that reduce the environmental impacts from commuting, fleet and business air travel related to achieving the Climate Protection section of this Policy (see Section III.C.).

Each location will reduce GHG emissions from its fleet and report annually on its progress. Locations shall implement strategies to reduce fleet emissions and improve fuel efficiency of all university-owned or operated fleet vehicles and equipment where practical options exist through acquisition and fleet operation protocols.

A. By 2025, zero emission vehicles or hybrid vehicles shall account for at least 50% of all new light-duty vehicle acquisitions.

The University recognizes that single-occupant vehicle(SOV) commuting is a primary contributor to commute GHG emissions and localized transportation impacts.

By 2025, each location shall strive to reduce its percentage of employees and students commuting by SOV by 10% relative to its 2015 SOV commute rates;

By 2050, each location shall strive to have no more 40% of its employees and no more than 30% of all employees and students commuting to the location by SOV.

Consistent with the State of California goal of increasing alternative fuel— specifically electric — vehicle usage, the University shall promote purchases and support investment in alternative fuel infrastructure at each location.

By 2025, each location shall strive to have at least 4.5% of commuter vehicles be ZEV.

By 2050, each location shall strive to have at least 30% of commuter vehicles be ZEV.

Each location will develop a business-case analysis for any proposed parking structures serving University affiliates or visitors to campus to document how a capital investment in parking aligns with each campus' Climate Action Plans and/or sustainable transportation policies.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

As stated in the Sustainability Report, the campus goal for waste is to achieve zero waste by 2020. Cal Zero Waste has numerous related initiatives gearing up to meet this goal:

<https://facilities.berkeley.edu/departments/cal-zero-waste>

.

For more information on the Sustainability Reporting and the Zero Waste Plan:

<https://sustainability.berkeley.edu/plans-reports/sustainability-reports>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

Yes

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

As part of a broader response to ongoing drought conditions in California, the campus is continuing conversion of lawns with multiple areas that have been irrigated being converted to drought tolerant plants or mulch. Additionally, several million more gallons have been saved by eliminating leaks in just one campus building. Summarized in the Sustainability Report, the campus aims to reduce potable water use to 10% below 2008 levels by 2020. The campus is on track to meet this goal.

For more information on the Sustainability Report:

<https://sustainability.berkeley.edu/plans-reports/sustainability-reports>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

Yes

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

UC Berkeley's Strategic Plan for Equity, Inclusion and Diversity sets measurable goals for creating a more inclusive and diverse campus. Adopted in 2009, the plan sets a 2020 deadline for, among other actions, making sure that staff at all levels

- including the executive and management levels - reflects the diversity of the national and local talent pools, as well as ensuring that faculty hiring and retention rates reflect the composition of the availability pools of talent in all fields nationally.

The plan can be seen here:

https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf

Additionally, UC Berkeley's IT Strategic Plan requires that the campus integrate equity, inclusion, and diversity into all areas of IT on campus by actively engaging UC Berkeley's training programs, research, and principles of community.

Progress toward this goal can be measured in these fields:

IST Program for Equity and Inclusion: Education and Awareness, Positive and Safe Working Environment, Applicant/Hiring Diversity, E&I for One IT. (Lead: Strategic Initiatives - OCIO)

The latest version of the plan can be found here:

https://docs.google.com/document/d/1ZyXWOXsmw1ffVa6Mdl_qlvbqyoZSOmBkBN0IKNdFWu4/edit#

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

Yes

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

The University of California is committed to environmental sustainability, social responsibility and prudent governance at every level. Furthermore, sustainability is a fundamental input that guides the UC's investment decision-making. Integrating risk evaluation of environmental sustainability, social responsibility and prudent governance factors is necessary to provide the most accurate risk-reward calculation. Through the UC system's "Sustainable Investment Framework" (

<http://www.ucop.edu/investment-office/sustainable-investment/index.html>

) all UC campuses, including UC San Diego have adopted a core set of objectives to guide future investments and financial decisions. These objectives include:

- Establishing and implementing a framework on sustainable investment
- Integrating Environmental, Social, and Governance (ESG) factors as a core component of portfolio optimization and risk management and evaluating all strategies for achieving ESG goals as soon as practical, including whether to use divestment.

- Allocating \$1 billion over a 5-year period to solutions-oriented investments such as renewable power and fuels, energy efficiency, and /or sustainable food and agriculture.

In implementing these objectives, this Sustainable Investment Framework builds on pre-2014 investment policy that addresses negative screens for ESG factors.

Supporting information for this credit can be found at the following URLs:

<http://www.ucop.edu/investment-office/sustainable-investment/index.html>

https://www.ucop.edu/investment-office/_files/sustainable-investment-framework.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

Yes

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

The University of California's Human Resources Strategic Plan sets a goal of improving the emotional, physical, financial and nutritional wellbeing of employees. Strategies include increasing wellbeing and health awareness among employees and designing systemwide metric to measure the impact and illustrate the value of investments in employee wellbeing. Details of the plan can be found here:

<https://ucnet.universityofcalifornia.edu/working-at-uc/livingwell/wellbeing/systemwide-wellbeing-strategic-plan.pdf>

[g-strategic-plan.pdf](https://ucnet.universityofcalifornia.edu/working-at-uc/livingwell/wellbeing/systemwide-wellbeing-strategic-plan.pdf)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

No

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

stars.aashe.org

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :

Yes

The formal statement in support of sustainability:

"The University of California ("University") is committed to responsible stewardship of resources and to demonstrating leadership in sustainable business practices. The University's locations should be living laboratories for sustainability, contributing to the research and educational mission of the University, consistent with available funding and safe operational practices. Policy goals are presented below in nine areas of sustainable practices..."

This is the statement from the UC Sustainable Practices Policy. The statement and the policy are endorsed by the UC Regents.

<https://policy.ucop.edu/doc/3100155/Sustainable%20Practices>

The institution's definition of sustainability (e.g. as included in a published statement or plan):

UC Berkeley defines sustainability as "the ability to meet the needs of the present while living within the carrying capacity of supporting ecosystems and without compromising the ability of future generations to meet their own needs."

<https://sustainability.berkeley.edu/sites/default/files/2009CampusSustainabilityPlanFeb%202013r>

[visions.pdf](#)

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No

The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

Berkeley campus

<https://sustainability.berkeley.edu/our-performance>

UC system

<http://ucop.edu/sustainability/programs-initiatives/index.html>

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

<http://sustainability.berkeley.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Sustainability.

Participatory Governance

Score	Responsible Party
2.50 / 3.00	Kira Stoll Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
 - Local government and/or educational organizations;
 - Private sector organizations; and/or
 - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

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

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

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :

Yes

Do the institution's students have an elected representative on the institution's highest governing body?:

No

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

UC Berkeley has an undergraduate and graduate student government organization. The undergraduate organization is the Associated Students of the University of California (ASUC). The graduate organization is the Graduate Assembly (GA). Each advocates for student participation in all campus decision-making. Through their work, undergraduate and graduate students are often seated on standing and ad hoc governance committees.

<https://asuc.org/>

<https://ga.berkeley.edu/>

UC does have a voting student regent on the Board of Regents. This position is not elected but is filled by application and open to all students currently enrolled in the UC system. The student reviews and approves a wide range of governance actions throughout the UC system.

<http://regents.universityofcalifornia.edu/about/members-and-advisors/student-regent.html>

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:

Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:

No

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

The UC Berkeley Chancellor's Staff Advisory Committee (CSAC) advises the Chancellor and her Cabinet on a wide range of issues relating to staff. The charge is to provide staff input into campus decision-making processes, including but not limited to, the development and modification of policies and procedures that directly affect staff. The staff committee members select the representatives of the committee through a competitive process and forward recommendations to the Chancellor; the Chancellor gives final approval of the selected membership.

<https://csac.berkeley.edu/>

Initially introduced in January 2005 under a Presidential pilot program, the positions of Staff Advisor were made permanent by the Board of Regents on January 18, 2007. The Staff Advisors are selected from all staff and non-Senate academic employees, and are appointed by the President in consultation with the Chairman of the Board. Serving as non-voting advisors to designated Regents' committees, the Staff Advisors have direct input into the Board's deliberations and decisions.

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:

Yes

stars.aashe.org

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :

Yes

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

UC faculty in the Academic Senate carry out shared-governance responsibilities established by The Regents. The Senate is empowered by UC's governing body, the Board of Regents, to exercise direct control over academic matters of central importance to the University – to determine academic policy, set conditions for admission and the granting of degrees, authorize and supervise courses and curricula; and to advise the administration on faculty appointments, promotions and budgets.

UC systemwide Academic Senate: The Academic Senate and the 10 Divisional Senates provide the organizational framework for the faculty to participate in the University's governance. The faculty voice is formed through a deliberative process that includes the Standing Committees of the Senate, the Academic Council, the Assembly of the Academic Senate and their Divisional counterparts. Consultation with the senior administration occurs in a parallel structure: at the systemwide level between the Academic Council Chair and the President; and on the campus level between the Divisional Senate Chairs and the Chancellors. With some exceptions and as defined by the Standing Order of the Regents 105.1, Senate membership is granted to individuals who have a ladder-rank or other selected academic appointment at the University.

<https://senate.universityofcalifornia.edu/>

Two faculty members — the chair and vice chair of the Academic Council — sit on the Board of Regents as non-voting members. The Academic Council elects its chair and vice chair:

<https://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html>

UC Berkeley Academic Senate: The Berkeley Division of the Academic Senate represents Berkeley faculty in the shared governance of the University of California. The Academic Senate is empowered by the Regents to determine academic policy, set conditions for admission and granting of degrees, advise the Chancellor on the campus budget, authorize and supervise courses and curricula, and advise the administration on faculty appointments, promotions, and budgets.

<https://academic-senate.berkeley.edu/>

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:

Yes

A copy of the written policies and procedures:

[ceqaproc\[1\].pdf](#)

The policies and procedures:

UC Berkeley's large capital projects and Long Range Development Plan/Environmental Impact Report are subject to the California Environmental Quality Act regulations. This requires proscribed public notifications, as well as required public meetings and procedures to which the campus must respond to public comment.

Additionally, UC Berkeley has an office of local government and community relations that serves as the link between the university and its East Bay neighbors – residents, businesses, civic organizations and local government agencies. UC Berkeley participates in, including providing financial support to, numerous local groups include the Downtown Berkeley Association, the Telegraph Business Improvement District, the City of Berkeley Chamber of Commerce, and a 2020 Vision for Berkeley's Youth and Children initiative. Additionally UC Berkeley sponsors the Advisory Council on Student-Neighbor Relations which is dedicated to improving the quality of life in the neighborhoods adjacent to the campus.

<https://chancellor.berkeley.edu/gcr/local-community>

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	Yes
Private sector organizations	Yes
Civil society (e.g. NGOs, NPOs)	Yes

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

UC Berkeley's Board of Visitors provides advice and support to the Chancellor, Executive Vice Chancellor and Provost, and campus leadership. While the UC Regents have overall fiduciary responsibility for the system's ten campuses, much responsibility is devolved to the campus level. At Berkeley, the Chancellor's leadership is strengthened by having an impartial, external group of advisors known as the Board of Visitors. The types of activities the board engages in are: considering the opportunities and risks facing the university, advising the campus on long-term strategy, helping to shape and advance key initiatives, reviewing and consulting on Berkeley's annual operating and capital budgets and plans, and reviewing significant capital projects. Board members also advocate for the university with donors, the public, and policymakers.

The Board of Visitors is composed of 18 to 24 outstanding members of the UC Berkeley community (generally alumni) and now represent numerous organizations and businesses.

See the current board and additional information:

<https://chancellor.berkeley.edu/board-visitors>

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Student Environmental Resource Center and the Office of Sustainability and Energy.

Diversity & Affordability

Points Claimed 9.61

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	3.61 / 4.00

Score

2.00 / 2.00

Responsible Party

Kira Stoll

Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The University of California, Berkeley is deeply committed to issues of equity and inclusion, and has long worked to fulfill its mission of supporting full access and success for California's diverse population.

UC Berkeley's Diversity initiative is led by the Vice Chancellor for Equity and Inclusion. This Vice Chancellor is a member of the Chancellor's cabinet.

The Division of Equity & Inclusion provides leadership, accountability and inspiration to the UC Berkeley campus in integrating equity, inclusion and diversity into all aspects of university life.

The extensive initiatives, reporting and publications can be found here:

<https://diversity.berkeley.edu/>

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):

All

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):

All

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):

All

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

All employees are required to take Sexual Harassment Prevention Training and Ethical Values and Conduct Training.

https://hr.berkeley.edu/sites/default/files/compliance_infographic_front_-_3.7.pdf

Graduate students are also required to complete the Sexual Harassment Prevention Training and participate in a one-day orientation that includes cultural competence activities.

<http://grad.berkeley.edu/news/headlines/arrive-orient-and-go/>

All new undergraduate students are required to participate in a week-long orientation that that helps students make connections to peers, faculty, and staff. Undergraduates also learn more about available resources and campus traditions and broaden understanding of the diverse and dynamic campus community.

<https://orientation.berkeley.edu/once-here/orientation>

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

stars.aashe.org

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field was provided by the Division of Equity & Inclusion and the Office of Sustainability and Energy.

Score

1.00 / 1.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

A student body assessment was conducted as part of the UC Undergraduate Experience Survey, a four-party questionnaire that was sent to 26,027 enrolled undergraduates from March to July of 2016. About 30 percent of students surveyed completed the questionnaire and submitted it.

More than 10,000 employees across the University of California system were also surveyed in the fall of 2017 as part of the UC Systemwide Engagement Survey. The survey asked employees about working relationships, diversity, inclusion and other issues.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of

underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:

Yes

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:

Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

Our high level, initial report of UC Berkeley findings indicate that in general, UC Berkeley shows improvement in areas such as supervision and performance management, and room for improvement when it comes to managing and communicating change.

UC Berkeley uses the Staff Engagement Survey feedback to improve how the campus engages staff and to set priorities for Central Human Resources. To help better understand the findings, and importantly, begin developing action plans, UC Berkeley will be hosting a series of “engagement survey deep dives” with staff organizations and other UCB-wide groups to gather feedback and ideas for improvement.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

The undergraduate survey results are shared through the UC Berkeley Office of Planning and Analysis website, while the results of the UC-wide employee survey are shared through the UC Office of the President's site.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

Yes

The diversity and equity assessment report or summary:

The website URL where the report or summary is publicly posted:

<https://opa.berkeley.edu/campus-surveys/survey-results-reporting-analysis/uc-undergraduate-experience-survey-ucues/2014-1>

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Planning and Analysis.

Score

3.00 / 3.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
- 2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
- 3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.
- 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
- 5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - 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 have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

UC Berkeley will take action and investigate those who are alleged to violate federal and state laws or the Campus Code of Conduct. The campus also provides support to all members of the campus community who experience, or witness, a hate crime or hate-motivated act.

The University is required to collect information about hate crimes on campus under the Jeanne Cleary Act. The University is continually developing protocols around hate crimes response.

Over the past year, many changes have occurred across the University of California system to ensure consistency in policies and processes across UC campuses. For example, as of January 2016, all UC campuses follow an adjudication model for cases involving a student responding to allegations of sexual violence and sexual harassment that includes clear guidelines for disciplinary sanctions. UC Berkeley officials have expanded confidential support services for survivors, and established a new center, the PATH to Care Center, dedicated to prevention efforts and survivor support; provided more staff resources to the Title IX office and the Center for Student Conduct; and expanded prevention and education programs required for faculty, students and staff.

In addition, the campus created the position of Special Faculty Adviser to the Chancellor on Sexual Violence/Sexual Harassment, which supports campuswide sexual misconduct prevention and response efforts. Sharon Inkelas, who began work in that role this school year, noted the important and courageous work of those UC Berkeley student activists who came forward in 2013 and in the years after, to share their painful stories and, in doing so, helped to spark a national discussion of sexual violence and sexual harassment.

In October 2018, a poster containing anti-Semitic messages was found on campus. In response, staff from Student Affairs reached out to students who expressed concern about the poster on social media, and the campus offered resources such as counseling services to affected students. Campus police also sought out any information related to the incident.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit faculty from underrepresented

groups?:

Yes

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

Students

Through its college preparation outreach programs, UC devotes considerable resources to offering college preparation support to more than 100,000 K–12 and community college students annually. This effort results in a greater number of students who are prepared and qualified for study at UC. Of the high schools served, roughly 70 percent have been among the lowest-performing schools in California. Participants in these programs have higher rates of enrollment in California public college segments, and those who are accepted to UC enroll at higher rates than their peers.

UC's college preparation programs remove participants' obstacles to attending UC, encouraging them to apply and enroll at UC at higher rates than those overall for California high school graduates. The most recent data for fall 2015 show the enrollee yield — the ratio of students admitted to UC who enroll — for participants in UC academic preparation programs is higher, at 61.7 percent, than for all California high school graduates at 53.2 percent.

African American participants in UC college preparation programs were also more likely to enroll at a UC campus than were their peers who did not participate (58 percent compared to 50 percent).

In addition to funding UC's college preparation programs, the 2016–17 state budget for UC included \$20 million in one-time funding for support services for "low-income students and students from underrepresented minority groups," including students who were enrolled in high schools designated by the California Department of Education as eligible for supplemental funding under the Local Control Funding Formula (LCFF) because of their populations of low-income or educationally disadvantaged students. UC campuses are using this funding for two primary purposes: to increase the application, admission and enrollment of students from these schools; and to provide academic support services to enrolled students, focusing on those who are low-income, first-generation-college or otherwise educationally disadvantaged. Outcomes from this initiative will be reported in fall 2017.

I

Faculty

A key challenge for the university has been the ability to monitor the diversity of candidate pools, finalists or those offered a faculty position. To address this challenge, the university has deployed a Web-based recruitment system called UC Recruit. UC Recruit significantly streamlines the faculty recruitment and application process by automating procedures that had been very labor-intensive. For the first time, consistent data on successful outcomes from searches are being collected from this common UC system. Analyses of these data will help identify best practices in recruiting a diverse faculty. Changes have also been made to the Academic Personnel Manual (APM) on appointments, promotions and appraisals (APM 210). In judging a candidate's teaching, research and service, faculty review committees are encouraged to consider contributions to diversity. For example, in the review of teaching, the development of particularly effective strategies for the educational advancement of students in various underrepresented groups is credited. The review considers all faculty research, outreach or public service that contributes to the advancement of equitable access and diversity in education and society.

Additionally, each department or school at Berkeley has a Faculty Equity Advisor who helps ensure that diversity and equity are considered in all aspects of the academic mission.

Faculty Equity Advisors are appointed by the department chair or dean. As well as working within their own departments, they participate in a campuswide network to share strategies and collaborate on addressing common challenges.

Faculty Equity advisors participate in the strategic planning for diversity that is part of the Academic Program Review, making sure that diversity is a meaningful part of the department or school's self-assessment and plans for future success. Faculty Equity Advisors serve as a resource to ensure equity and inclusion in faculty searches, support and success. More info about the program can be found at:

<https://campusclimate.berkeley.edu/faculty/our-programs-and-services/faculty-equity-advisors>

Staff

UC Berkeley's Strategic Plan for Equity, Inclusion and Diversity also includes the Expanded Pathways for Access and Success program specifically for staff members. Similarly, the program advocates for training, official recognition and hiring practices that help create a more diverse campus staff.

More information on the University of California's commitment and efforts to recruit diverse students, staff and faculty can be found here:

<http://regents.universityofcalifornia.edu/regmeet/may16/e3.pdf>

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

Yes

A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:

Changes have been made to the Academic Personnel Manual (APM) on appointments, promotions, and appraisals (APM 210). In judging a candidate's teaching, research and service, faculty review committees are encouraged to consider contributions to diversity. For example, in the review of teaching, the development of particularly effective strategies for the educational advancement of students in various underrepresented groups is credited. The review considers all faculty research, outreach or public service that contributes to the advancement of equitable access and diversity in education and society.

The University also has increased its investment in programs that support new scholars in all fields whose teaching, research, and service will contribute to diversity. Since its inception in 1984, more than 180 former President's Postdoctoral Fellows have received UC tenure-track appointments. And of those Fellows appointed to the UC faculty since 1995, 99 percent of those reviewed for tenure have received tenure. Equity in faculty compensation is a critical part of the University's commitment to fairness and inclusion and contributes to a productive academic workplace. At the request of the UC Office of the President, in 2015, all ten campuses submitted faculty salary equity reports assessing possible disparity in salary compensation associated with gender or race/ethnicity for ladder-rank faculty.

For staff, the University of California has required that its campuses clarify potential career paths for staff while developing a comprehensive, systemwide talent management and leadership development plan aligned with employee affirmative action plans. At the same time, the UC system works to address risks raised by claims of discrimination and lack of attention to diversity issues while recognizing leaders who establish effective programs that model the system's ethical values and support the growth and placement of a diverse leadership pipeline.

UC Berkeley's Staff Diversity Initiatives program also offers mentorship, counseling and training programs that advance the careers of diverse university staff members. Mentorship programs pair staff with more experienced colleagues to help them plan out their careers within the UC Berkeley system. The programs reach out specifically to diverse employees eager to thrive at UC Berkeley. The Multicultural Education Program (MEP) is one of six initiatives funded by the Evelyn and Walter Haas, Jr. Fund to work towards institutional change and to create a positive campus climate for diversity. The MEP is a five-year initiative to establish a sustainable infrastructure for activities like educational consultation and diversity workshops for the campus that address both specific topics, and to cater to group needs across the campus.

More information about Staff Diversity Initiatives is available through

<https://campusclimate.berkeley.edu/staff/our-programs-and-services>

For students, UC Berkeley has launched a range of initiatives, including a survey measuring the campus climate around diversity issues, scholarships supporting diverse student populations and the launching of the Centers for Educational Equity and Excellence, which supports underserved and non-traditional students.

A range of student clubs support students from diverse backgrounds, and the campus' Division of Equity and Inclusion has launched several initiatives guiding and mentoring students of color.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

The UC President's Postdoctoral Fellowship Program (PPFP) is a keystone program at the University of California that supports diversification of UC faculty through financial support and career development training for postdoctoral scholars that show promise to be successful faculty in the UC system. Fellows have a demonstrated record of commitment to diversity in their research, teaching and/or outreach. The fellowship is extremely competitive, selecting the top 3 percent of applicants.

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Since the 2013–14 academic year more than 500 people apply to the program annually, this year reaching over 850. The program selects approximately 20 fellows annually. The President's Postdoctoral Fellowship Program (PPFP) and the Chancellors' Fellowship Programs have accounted for 11.5 percent of new underrepresented minority faculty hired at UC in the last ten years. At present, 165 PPFP fellows have been hired into UC tenure-track positions since 2004.

Additionally, UC Berkeley, Stanford, Caltech and UCLA offer postdoctoral fellowships as part of the California Alliance for Graduate Education and the Professoriate, a diverse, cross-institutional community of Ph.D. students, postdoc scholars and faculty members funded by the National Science Foundation (NSF).

The alliance provides underrepresented minority scholars with faculty mentoring, professional development and academic networking opportunities.

Of the 25 fellows in 2018, four are at UCLA, six at Stanford, seven at Berkeley and 15 at Caltech. Of the seven who finished the program, one is an astronaut, four have faculty positions — at UC Santa Cruz, UC San Diego, Rice University and San Francisco State University — and two took jobs in industry.

Finally, in October 2015, the Office of the President launched the President's Diversity Pipeline Initiative (DPI) to expand the academic pipeline to the University of California for undergraduate students, graduate students and faculty who remain persistently underrepresented at UC. The Diversity Pipeline Initiative builds on existing university resources — admissions policies and practices, academic preparation (outreach) programs and community partnerships, among others. Outcomes from the first year of the DPI include:

Admissions of African American students in fall 2016 were up by 30.6 percent from fall 2015.

44 percent of fall 2017 California freshman applicants were from underrepresented minority (URM) backgrounds.

36.4 percent of new California freshmen in fall 2016 were from URM backgrounds.

UC college-prep programs saw a 12.7 percent increase in African American student enrollment from 2012–13 to 2015–16.

The UC-HBCU Initiative improves diversity and strengthens graduate programs by investing in relationships between UC campuses and Historically Black Colleges and Universities (HBCUs). Since its inaugural year (2012), more than 315 HBCU scholars have participated in the program, which offers faculty-led summer research opportunities and year-round mentoring. Twenty-seven Ph.D. students and two M.A. students are currently enrolled at UC, and three M.A. students have already graduated from UC as a direct result of the program.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

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

<https://restrooms.berkeley.edu/home>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information for this field were obtained through the UC Berkeley Office of Diversity and Inclusion, the UC President's Annual Accountability Sub-Report on Diversity and other online UC Berkeley resources.

Score

3.61 / 4.00

Responsible Party**Jack Chang**STARS Assessment Fellow (ERG)
Sustainability

Criteria**Part 1**

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
 2. The graduation/success rate for low-income students
 3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
 4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
-

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

Does the institution have policies and programs to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

UC Berkeley offers a range of grants and financial assistance programs to help low-income students better afford a college education. For example, the Cal-Grant program provides funding for those defined to be low- and middle-income students. Similarly, the Chafee Foster Youth Grant supports current or former foster youth who have demonstrated financial need. Up to \$5,000 is available to qualified students each year. California also offers the Middle Class Scholarship targeted to students who come from families with combined household assets and annual income below \$171,000.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The UC Berkeley Public Service Center partners with the American Cultures Center to support faculty in developing new or revised American Cultures courses that integrate community engaged scholarship. Faculty are selected as Chancellor's Public Scholars and receive a \$3,000 research grant, \$1,500 for project needs, training, staff consulting services and a paid student fellow to support the development of the community partnership project.

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

The Center for Educational Partnerships helps students overcome educational and financial barriers to prepare for and be accepted at two- or four-year colleges. Serving students from kindergarten through community college, the Center for Educational Partnerships and its eleven programs lead the University of California, Berkeley's efforts to:

- Improve the academic achievement of students who face significant barriers to college.
- Increase the diversity of students who enroll and succeed in higher education.
- Empower schools and districts to promote and foster college aspirations through building a college-going culture.
- Support collaborations and partner with K-12 and post-secondary colleagues.
- Create tools to partner with educators, families, and communities to inspire and advocate for our students' successful futures.

A brief description of the institution's scholarships for low-income students:

The University of California Blue and Gold Opportunity Plan makes college more affordable for California residents. The plan helps them cover UC systemwide tuition and fees (\$12,630 in 2018-19) if they are a California resident with an annual family income of less than \$80,000 a year and are eligible for financial aid.

Other support offered by UC Berkeley include the Parent Grant for qualifying students with dependents, the Middle Class Scholarship and the need-based UC Berkeley Grant.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

Under its Center for Education Partnerships program, UC Berkeley runs several programs and partnerships helping low-income students obtain and afford a university education. The programs include the Early Academic Outreach Program

that partners with school districts, community colleges and other organizations throughout the San Francisco Bay Area serving students from traditionally underserved communities. UC Berkeley also partners with outside groups such as Puente, the East Bay Consortium and the Solano County Educational Consortium to help low-income students earn the grades to be able to attend UC Berkeley.

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

The UC Berkeley Food Pantry is a direct response to the need among the student population for more resources to fight food insecurity — the lack of nutritious food. With rising fees, textbook costs and living expenses, students must juggle the costs of living with the costs of obtaining a university degree, and some must choose between essentials such as food and the costs of college.

The UC Berkeley Food Pantry was established to provide emergency nonperishable relief to help students in need of immediate food assistance continue on to successfully complete and obtain their degrees from the University of California.

As the root of another program, graduation can be a very exciting moment for many of our students, but for some, the cost of buying a graduation gown is another expense that impedes them from fully experiencing the culminating moment of their academic achievement. The Educational Opportunity Program has created the "Graduation Gown Lending Project" to support first generation and low income UC Berkeley students with free rental of graduation gowns.

Conceived by EOP Peer Academic Counselors, this project was created to help alleviate some of the hardships of graduation expenses. We appreciate any and all gown or monetary donations. With your help, we can ensure low-income students experience the special graduation day they have worked so hard to earn.

Does the institution have policies and programs to support non-traditional students?:

Yes

A brief description of the institution's scholarships provided specifically for part-time students:

As part of UC Berkeley's ongoing strategic planning process, the campus is considering the expansion of high-quality online, summer and off-campus programs that provide flexibility for students who wish or need to study off-campus and/or outside of the traditional academic year and for prospective transfer students.

That includes the exploration and potential expansion of nontraditional forms of enrollment such as certificate programs, degree completion programs, post-baccalaureate programs and interdisciplinary B/MA or B/MS degrees in "Liberal Studies," as well as more lifelong learning opportunities for our alumni and our broader community.

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

UC Berkeley operates five child care facilities on and off campus for infants, toddlers and preschool-aged children. The university offers need-based subsidized child care programs at its centers, with support of up to \$375 a month.

A brief description of the institution's other policies and programs to support non-traditional students:

UC Berkeley offers a Parent Grant to students with dependent children who show a demonstrated financial need.

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

33

The graduation/success rate for low-income students (0-100):

85

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

77.80

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

65

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):

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

Additional documentation to support the submission:

[reportfrosh_19jan2017.pdf](#)

Data source(s) and notes about the submission:

The data from this field were provided the UC Berkeley Financial Aid & Scholarships office, the Division of Equity & Inclusion and the Office of Planning and Analysis' Common Data Set and other documentation.

Investment & Finance

Points Claimed 4.88

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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	2.00 / 2.00
Sustainable Investment	2.13 / 4.00
Investment Disclosure	0.75 / 1.00

Score

2.00 / 2.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

In September 2014, aligning UC's investments arm with the goals of the broader institution, the Office of the Chief Investment Officer (OCIO) developed and adopted a framework on sustainable investing. The framework, developed with input from the UC Board of Regents, UC students, faculty, staff and other stakeholders, is designed to guide the process of evaluating environmental sustainability, social responsibility and governance (ESG) into the investment evaluation process of the OCIO with the same weight as other material risk factors influencing investment decision making. In 2017 UC adopted additional policy to strengthen its ESG framework.

UC's ESG framework and mission are described at:

<http://www.ucop.edu/investment-office/sustainable-investment/index.html>

Within UC's institutional governance process, these important ESG policy decisions are reviewed by the Investment Committee and the entire governing board - UC's Board of Regents, which makes all investment policy decisions. This decision-making body includes students (a Student Regent and a Student Regent-Designate), faculty, and staff representation. Social and environmental responsibility are an explicit part of its mission and a regular part of its agenda.

In our investment policy statement, we have incorporated a sustainability objective which can be found below:

The Office of the Chief Investment Officer shall incorporate environmental sustainability, social responsibility and governance (ESG) into the investment evaluation process as part of its overall risk assessment in its investments decision making. ESG factors are considered with the same weight as other material risk factors influencing investment decision making.

The Office of the Chief Investment Officer uses a proprietary sustainability framework to provide core universal principles that inform the decisions and assist in the process of investment evaluation. The Office of the Chief Investment Officer manages the GEP consistent with these sustainability principles. The Framework can be found on the Office of the Chief Investment Officer website in the sustainability section.

<http://invest.universityofcalifornia.edu/opportunity.html>

Does the CIR include staff representation?:

Yes

Does the CIR include faculty representation?:

Yes

Does the CIR include student representation?:

Yes

Members of the CIR, including affiliations and role (e.g. student, faculty, staff, alumni):

Regents membership can be found at the link below

<http://regents.universityofcalifornia.edu/about/members-and-advisors/index.html>

Maria Anguiano
Richard C. Blum
William De La Peña, M.D.
Gareth Elliott
Howard "Peter" Guber
George Kieffer - Chair
Sherry L. Lansing
Hadi Makarechian
Paul Monge
Eloy Ortiz Oakley
Lark Park
John A. Pérez - Vice Chair
Bonnie Reiss
Richard Sherman
Ellen Tauscher
Bruce D. Varner
Charlene Zettel
Jerry Brown - Governor of California and ex officio Regent
Gavin Newsom - Lieutenant Governor and ex officio Regent
Anthony Rendon - Speaker of the Assembly and ex officio Regent
Tom Torlakson - State Superintendent of Public Instruction and ex officio Regent
Janet Napolitano - President of the University and ex officio Regent
J. Alberto Lemus - Alumni Regent
Francesco Mancina - Alumni Regent
Darin Anderson - Alumni Regent designate
Devon Graves - Student Regent-designate
Jason Morimoto - Alumni Regent-designate
Shane White - Faculty Representative
Robert May - Faculty Representative
Rafael Sands - Student Advisor
Jason Valdry - Staff Advisor
Sherry Main - Staff Advisor-designate

Examples of CIR actions during the previous three years:

In September 2015, the UC Regents voted to adopt a sustainable investment framework. Over the past two years, we've worked to further implement the framework for sustainable investing we created in 2015, taking bold steps to fully integrate the consideration of environmental sustainability, social responsibility and governance factors (ESG) systematically and holistically into our investment evaluation and risk-assessment processes.

We are in the process of incorporating sustainability objective into investment policy statement. With the following proposed language:

The Office of the Chief Investment Officer shall incorporate ESG into the investment evaluation process as part of its overall risk assessment in its investments decision making. ESG factors are considered with the same weight as other material risk factors influencing investment decision making.

The Office of the Chief Investment Officer uses a proprietary sustainability framework to provide core universal principles that inform the decisions and assist in the process of investment evaluation. The Office of the Chief Investment Officer manages the GEP consistent with these sustainability principles. The Framework can be found on the Office of the Chief Investment Officer website in the sustainability section.

Over the past 12 months we've actively engaged with all our external managers, new and old, to convey sustainability concerns and to stay in alignment. We've also improved our automated system for creating and conveying ESG restriction lists to our external managers. In addition, we are actively pursuing investment opportunities in and around the themes that we have identified in our framework for sustainable investment — themes we see as being important macro trends and drivers in the global economy.

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

<http://regents.universityofcalifornia.edu/governance/policies/index.html#policy-series-6000>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The committee's policy on proxy voting is outlined here:

<http://www.ucop.edu/investment-office/sustainable-investment/active-ownership/index.html>

In support of the Finance and Capital Strategies Committee (the "related Standing Committee"), the Investments Subcommittee shall consider, make recommendations, and act pursuant to matters pertaining to University investment strategy and operations, and pertaining to the review and reporting of investment results.

<http://regents.universityofcalifornia.edu/governance/committee%20charters/Appendix%20C.html>

Score

2.13 / 4.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Does the institution wish to pursue Option 1 (positive sustainability investment)?:

Yes

Total value of the investment pool:

11,500,000,000 US/Canadian \$

Value of holdings in each of the following categories:

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	75,000,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	145,000,000 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

In 2017 the endowment made a \$35 million commitment to Congruent Ventures, a new energy seed-stage venture capital fund, which is a clean tech investment firm seeded with capital from the investment office and which sources investment opportunities from throughout the UC system. The fund is also invested in Pattern Energy, a renewable power company.

In 2017 the endowment also made a \$70 million investment in TPG Rise Impact Fund, TPG's impact investment fund.

Additionally, the investment office has liquidated its high-yield bond holdings of of Dakota Access Pipeline (DAPL) operating companies ETP and SUNOCO. In 2015 the office sold its holdings in the world's largest coal mining firms and firms that generate profits from Canadian oil sands mining.

In 2015 the University of California became the first and largest founder of the Aligned Intermediary, which helps long-term investors identify investable climate infrastructure projects in clean energy, water infrastructure and waste-to-value.

That same year, the UC became the first and only institutional investor that is a signatory to the Bill Gates Breakthrough Energy Coalition to accelerate clean energy solutions.

We also work to partner with family offices and other investors, sourcing ideas from our national labs and agricultural centers.

Percentage of the institution's investment pool in positive sustainability investments:

1.91

Does the institution wish to pursue Option 2 (investor engagement)?:

Yes

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

The world is changing and investors must keep abreast of how growing awareness of environmental, social and governance (ESG) risks spreads rapidly via social and other media to influence markets. At the Office of the Chief Investment Officer of the Regents (OCIO) we believe ESG risks can present opportunities and that addressing these factors is in line with our fiduciary duty.

Some of our stakeholders have voiced concerns regarding the impact ESG risks could have on the future growth of our endowment and retirement funds. We have listened carefully to these concerns through meetings, one-on-one encounters and written exchanges. Based on this stakeholder engagement, as well as extensive research on ESG risks and opportunities, we agree that certain material ESG factors will increasingly become a focus of risk assessment for long-term value creation in the years to come. We continue to actively study how our peers and fund managers are improving measurement of these variables for integration into investment decision-making and are working to bring ESG evaluation more holistically into our investment culture.

Key ESG risks are driving new economic and financial trends and can guide our investment decisions and fund manager selection and monitoring. This list is not intended to be static, but represents important core universal principles we keep in mind as we aim to ensure the best return on investments for our university and its many stakeholders.

These principles include the following trends and considerations:

Climate Change: Continued emissions of greenhouse gases will cause further warming and changes in all components of the climate system. A transition to a lower carbon economy, including low carbon sources of energy, is necessary to ensure the health and well-being of future generations. Given the scale of existing infrastructure and the challenge of quickly shifting the transportation sector to low carbon fuel sources, this transition requires a multi-generational effort.

Inequality: Addressing inequality is not only a responsibility but also an opportunity. Solving inequality of opportunity can create new demographics that can contribute to economic progress and widen the market for goods and services, thereby creating a more profitable and sustainable business climate.

Human Rights: Businesses whose profits are derived from direct harm to public safety, the unlawful deprivation of human dignity, or the exploitation of children or other vulnerable workers undermine universally approved United Nations principles and create a serious threat to the conditions needed for a well-functioning, market-based global system.

Food and Water Security: Global climate change, population growth and rapid urbanization are intensifying the strain on global water and agricultural systems. Human well-being is inexorably linked to water and food security, and failure to adequately ensure these basic needs for future generations will undermine global economic welfare, human security and political stability.

Diversity: Diversity enhances economic, social and environmental outcomes for business and society.

Aging Population: Rapid aging of populations will be a transformational force affecting society and the global economy, requiring new approaches to health systems, workforce organization, intergenerational relations and public finance.

Circular Economy: The “take, make, dispose” pattern of growth is an unsustainable economic paradigm. We must transition to a more circular economy in which intelligent design allows us to decouple economic growth and development from consumption of finite resources.

Ethics and Governance: Our market economy system relies on trust as a fundamental cornerstone. Good corporate governance and proportionate, transparent and responsible regulation are vital to well-functioning and sustainable financial markets. As long-term investors, we seek the sustained returns associated with strong governance, rather than the rapid gains that can vanish quickly if they are rooted in corruption, fraud or falsification. Recent financial crises highlight how destructive such fraud and corruption can be to the proper functioning of credit markets and the preservation of personal and corporate wealth.

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

We approach sustainability both from a risk management and investment opportunity perspective. We believe that sustainability can help us increase our risk-adjusted returns over the long term by helping us manage long horizon risks.

As part of the overall due diligence process and ongoing assessment every investment manager is reviewed and scored against the UC's sustainability framework.

In 2017 the endowment made a \$35 million commitment to Congruent Ventures, a new energy seed-stage venture capital fund, which is a clean tech investment firm seeded with capital from the investment office and which sources investment opportunities from throughout the UC system. The fund is also invested in Pattern Energy, a renewable power company.

In 2017 the endowment also made a \$70 million investment in TPG Rise Impact Fund, TPG's impact investment fund.

Additionally, the investment office has liquidated its high-yield bond holdings of Dakota Access Pipeline (DAPL) operating companies ETP and SUNOCO. In 2015 the office sold its holdings in the world's largest coal mining firms and firms that generate profits from Canadian oil sands mining.

In 2015 the University of California became the first and largest founder of the Aligned Intermediary, which helps long-term investors identify investable climate infrastructure projects in clean energy, water infrastructure and waste-to-value.

That same year, the UC became the first and only institutional investor that is a signatory to the Bill Gates Breakthrough Energy Coalition to accelerate clean energy solutions.

We also work to partner with family offices and other investors, sourcing ideas from our national labs and agricultural centers.

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

The investment office votes its proxies in accordance with ISS ESG guidelines.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

The investment office has worked with outside groups such as Ceres and the 30 Percent Coalition on shareholder engagements. We have also partnered with other investment managers to engage with companies over key issues, such as diversity, and will from time to time engage in direct dialogs with companies on our own as and when we deem appropriate to do so.

In 2016 for example the UC was a co-filer on a resolution by Exxon Mobile shareholders, requesting that the company publish a two-degree scenario analysis. Although originally defeated, a similar resolution was successful in 2017. This past February the company published its first such analysis. The investment office has since engaged in a dialogue with the company about its report.

UC is also involved in a joint share holder engagement effort with the California State Teachers Retirement System concerning board diversity.

Does the institution have a publicly available investment policy with negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

The Office of the Chief Investment Officer applies a handful of negative screens to its investments. These include: companies doing business in the Sudan, companies that derive a significant amount of their revenue from thermal coal or oil sands, tobacco companies and business which operate private prisons. We also screen for firearms manufacturers.

Approximate percentage of the endowment that the negative screens apply to:

100

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

The UC works with a number of networks and groups. Among them:

Ceres
30 Percent Coalition
Principles for Responsible Investment (PRI)
Coalition for Private Investment in Conservation (CIPC)
Task Force on Carbon Related Financial Disclosure (TCFD)
The Farm Animal Investment Risk and Return (FAIRR)
Investors & Indigenous Peoples Working Group
Enlightened Endowment Initiative
United Nations Global Compact

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

<http://www.ucop.edu/investment-office/sustainable-investment/collaboration/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UC Berkeley has its own endowment, but the sustainable investment information was not available at the time of submission.

Score

0.75 / 1.00

Responsible Party

Jack ChangSTARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

A copy of the investment holdings snapshot:

[GEP_Holdings_2017.pdf](#)

The website URL where the holdings snapshot is publicly available:

http://www.ucop.edu/investment-office/_files/invpol/GEP_Holdings_2017.pdf

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	100
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	0

Does the institution engage in proxy voting?:

Yes

Are proxy voting records included in the snapshot of investment holdings?:

stars.aashe.org

No

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

<http://www.ucop.edu/investment-office/sustainable-investment/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the University of California Office of the President.

Wellbeing & Work

Points Claimed 3.58

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.87 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.71 / 2.00

Score

0.87 / 3.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use [Living Wage Canada's](#) standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

The local living wage (based on a family of four and expressed as an hourly wage):

21.02 US/Canadian \$

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded):

69.40

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:

Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):

94

The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:

100 percent

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :

Total compensation for the lowest paid UC Berkeley employee is \$22.20, including benefits, which come out to 48 percent of staff base pay. More information about benefits can be found at this link:

https://cfo.berkeley.edu/sites/default/files/fy2017-18_cbr_update.pdf

<https://hr.berkeley.edu/compensation-benefits/compensation/salary-and-pay/salary-rates/minimum-wage-rates>

Has the institution made a formal commitment to pay a living wage?:

Yes

stars.aashe.org

A copy or brief description of the institution's written policy stating its commitment to a living wage:

On Wednesday, July 22, 2015, University of California President Janet Napolitano announced a new minimum wage plan for UC employees. Titled the "UC Fair Wage/Fair Work Plan", the program guarantees that by October 2017 UC employees hired to work at least 20 hours a week be paid at least \$15 per hour.

The plan also requires that contractors doing business with UC guarantee a \$15 minimum hourly wage for their workers, ensuring that any workers being paid through a UC contract are paid fairly. The plan includes several measures to ensure contractors comply with the new minimum wage, as well as all federal, state and UC workplace law and policies, including a telephone hotline for contract workers to report issues, and annual and periodic audits.

With this plan, UC is the first public university in the United States to voluntarily establish a \$15/hour minimum wage.

ucal.us/fairwage

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:

Yes

A brief description of the institution's commitment to a student living wage:

UC Berkeley has committed to paying its student assistants at least \$15 an hour starting in October 2018, in what was determined to be a fair wage for the region. Previously the university paid student assistants \$13.75 an hour.

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

<https://hr.berkeley.edu/compensation-benefits/compensation/salary-and-pay/salary-rates/minimum-wage-rates>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Human Resources office.

Score

1.00 / 1.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

UC Berkeley participated in the UC Systemwide Engagement Survey conducted in the fall of 2017. The study used a sample of staff members from each campus to survey 10,539 participants across the UC system. The survey asked staff about subjects such as performance management, communicating change and career development. The survey was developed five years ago by the Council of University of California Staff Assemblies (CUCSA) in collaboration with Systemwide Human Resources' Employee Relations department and Willis Towers Watson, a national firm specializing in workforce opinion survey research. Union-represented employees did not participate in the survey because UC receives their feedback through their union representatives during the collective bargaining process.

In 2014, UC Berkeley conducted its own Campus Climate Survey of faculty, staff and students. The survey was intended to create a baseline of data that will help develop a deeper awareness of how members of the UC community relate to one another on a day-to-day basis. This year, UC Berkeley will be performing another comprehensive climate survey of faculty, staff and students.

Among the key findings for Berkeley in the previous Campus Climate Survey:

- High levels of comfort with the climate: 76% of all respondents (n = 9,830) of all respondents were “comfortable” or “very comfortable” with the climate at UC Berkeley while 9% (n = 1,171) were “uncomfortable” or “very uncomfortable.”
- Some members of the community experience exclusionary conduct: 26% of respondents (n = 3,307) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; 10% of respondents (n = 1,232) indicated that the conduct interfered with their ability to work or learn.

A complete copy of the Berkeley survey and approach to surveying is available online:

http://campusclimate.ucop.edu/_common/files/pdf-climate/ucb-full-report.pdf

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

UC Berkeley's division of Equity and Inclusion runs an initiative focused specifically on Campus Climate, Community Engagement & Transformation. This program aims to transform the campus experience for all faculty, staff and students with a focus on reshaping and influencing policies and practices to increase opportunities, advance social justice and create equitable experiences for all groups, with a special focus on marginalized and underserved populations.

See faculty focused programs addressing these critical issues:

<https://campusclimate.berkeley.edu/faculty/our-programs-and-services>

See staff focused programs addressing these critical issues:

<https://campusclimate.berkeley.edu/staff/our-programs-and-services>

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

<https://diversity.berkeley.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provide by the UC Berkeley Office of Planning and Analysis and the division of Equity & Inclusion.

Wellness Program

Score

1.00 / 1.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

UC Berkeley offers a range of wellness programs that support staff and faculty well-being through nutritional, ergonomic, young mother and other types of programs. That includes healthy catering programs, exercise initiatives for employees and support to quit smoking. Volunteer wellness ambassadors also help to spread the word about campus wellness initiatives among faculty, staff and students.

Under UC Berkeley's Student Health Insurance Program, counseling and mental health services are completely covered within network and 60 percent covered outside the network. Campus counseling and wellness services are also available to all students, faculty and staff.

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

<https://uhs.berkeley.edu/wellness>

Additional documentation to support the submission:

stars.aashe.org

Data source(s) and notes about the submission:

The data in this field are provided by UC Berkeley websites about campus wellness and health initiatives. The sites are centered around the university's wellness home page.

<https://uhs.berkeley.edu/wellness>

Score	Responsible Party
0.71 / 2.00	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	407	491
Full-time equivalent of employees	15,475	15,984
Number of injuries and cases per FTE employee	0.03	0.03

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

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2015	June 30, 2016

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline:

14.38

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:

2.63

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

UC Berkeley's health safety initiatives include protocols on a wide range of work activities including forklift operation, ladder safety and fall protection.

Other wellness programs include:

Be Well at Work – Wellness Program, the worksite wellness program for faculty and staff coordinated by University Health Services, strives to create a healthy campus community and work environment through integrated programs and services designed to:

Provide faculty and staff with tools and skills for leading healthy lifestyles, preventing injury and illness and contributing to higher performance, morale and job satisfaction.

Build a healthy workplace that supports healthy lifestyles by making the healthy choice the easy choice.

The Wellness Program also offers a variety of programs, services, and events:

Workshops (and webinars) – healthy lifestyle, nutrition, cooking skills, diabetes prevention, and fitness

Know Your Numbers Health Screening

Berkeley Walks - Walking Group, pedometers at cost, online and paper tracking tools, walking events

UC Berkeley Wellness Ambassador Program, faculty or staff volunteers help create a culture of health within the department or work unit by promoting engagement in wellness programs, services and events.

Nutrition Services – Ask the Dietitian, Cook Well Berkeley

Wellness/injury prevention program for departments with high injury risks.

Breastfeeding Support Program

Healthy culture and environmental initiatives

KEYS Training: Creating a Safe and Healthy Work Environment

Wellness Workshops for Departments (15-30-minutes)

The Wellness Program is a collaborative partnership model including campus partners Environment, Health & Safety, Human Resources, Physical Education, Recreational Sports and Be Well at Work – Disability Management, Employee Assistance, Ergonomics, Occupational Health and Work/Life.

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

<https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/wellness/health-safety/services/health-matters>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The data from this field were provided by Roy Berke at UC Berkeley's Health and Safety office.

Innovation & Leadership

Exemplary Practice

Points Claimed 3.00

Points Available 3.50

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

Credit	Points
Academy-Industry Connections	0.50 / 0.50
Green Athletics	0.50 / 0.50
Green Event Certification	0.50 / 0.50
Fair Trade Campus	0.50 / 0.50
Green Laboratories	0.50 / 0.50
Bicycle Friendly University	0.50 / 0.50
Pay Scale Equity	0.00 / 0.50

Score

0.50 / 0.50

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has published policies or guidelines governing industry-sponsored research that preserve academic freedom, autonomy and integrity, and manage potential conflicts of interest. The policies or guidelines:

Require that all significant consulting contracts (e.g. those worth \$5,000 or more a year) be reported to a standing committee charged with reviewing and managing individual and institutional conflicts of interest;

Prohibit faculty, students, postdoctoral fellows, medical residents, and other academic professionals from engaging in industry-led “ghostwriting” or “ghost authorship”;

Prohibit participation in sponsored research that restricts investigator access to the complete study data or that limits investigators’ ability to verify the accuracy and validity of final reported results; and

- Ban confidential corporate research (i.e. research that cannot be published).

For more information, see [Recommended Principles to Guide Academy-Industry Relationships](#) (AAUP).

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

Does the institution have published policies or guidelines governing industry-sponsored research that fully meet all of the credit criteria?:

Yes

A copy of the policies or guidelines governing academy-industry connections:

[UC Policy on Integrity in Research.pdf](#)

The policies or guidelines governing academy-industry connections:

A full listing of the Office of Research Policy Library is available at the following URL:

https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-028.pdf

The following information addresses specific criteria established for this credit:

-- Require that all significant consulting contracts (e.g. those worth \$5,000 or more a year) be reported to a standing committee charged with reviewing and managing individual and institutional conflicts of interest:

UC policy requires Principal Investigators to disclose income, including consulting income, of \$500 or more from industry research sponsors.

Other information about UC policies regarding conflict of interest, including institutional conflict of interest may be found at

<https://www.ucop.edu/research-policy-analysis-coordination/policies-guidance/conflict-of-interest/index.html>

-- Prohibit faculty, students, postdoctoral fellows, medical residents, and other academic professionals from engaging in industry-led “ghostwriting” or “ghost authorship”:

UCI's School of Medicine has such a policy:

<http://www.som.uci.edu/academicsenate/ghostwriting-policy.asp>

-- Prohibit participation in sponsored research that restricts investigator access to the complete study data or that limits investigators' ability to verify the accuracy and validity of final reported results:

This issue is primarily addressed in the UC Principles Regarding Rights to Future Research Results. See:

<https://www.ucop.edu/research-policy-analysis-coordination/policies-guidance/future-research-results/index.html>

-- Ban confidential corporate research (i.e. research that cannot be published).

This is also addressed in the UC Principles Regarding Rights to Future Research Results

“Agreements with external parties shall not abridge the ability of University researchers to disseminate their research methods and results in a timely manner. The most fundamental tenet of the University is the freedom to interpret and publish or otherwise disseminate research results in order to support the transfer of knowledge to others and maintain an open academic environment that fosters intellectual creativity.”

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

<http://innovation.uci.edu/about/industry-sponsored-research/information-for-researchers-department-personnel/>

Additional documentation to support the submission:

Score	Responsible Party
0.50 / 0.50	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Institution has an active green athletics program through which it engages the community around issues of sustainability. The program includes at least four of the following:

- Zero waste and/or carbon neutral athletic events
- A stadium certified under a green building rating system
- A sustainable food and beverage purchasing program that includes athletic event vendors and concessions
- A program to minimize the use of potable water and chemicals in turf maintenance and groundskeeping
- A program to support more sustainable transportation options for athletic events
- Community engagement efforts, e.g. to educate students and fans/supporters about the institution’s sustainability initiatives
- An athletic team certification program

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

Does the institution’s green athletics program include the following?:

	Yes or No
Zero waste and/or carbon neutral athletic events	Yes
A stadium certified under a green building rating system	Yes
A sustainable food and beverage purchasing program that includes athletic event vendors and concessions	---
A program to minimize the use of potable water and chemicals in turf maintenance and groundskeeping	---

A program to support more sustainable transportation options for athletic events	Yes
Community engagement efforts, e.g. to educate students and fans/supporters about the institution's sustainability initiatives	Yes
An athletic team certification program	---

A brief description of the institution's green athletics program, including the specific initiatives selected above:

UC Berkeley's Zero Waste program has been implemented at Memorial Stadium, the campus football stadium, and other athletic facilities, with visitors encouraged to dispose of waste in the appropriate bins, and packaging and other materials kept to a minimum. For four years in a row, UC Berkeley has won the Pac 12 zero waste game day for men's basketball.

Under green buildings, Memorial Stadium, the campus football stadium, is LEED-certified Silver.

Public transportation is highly recommended on football game days. Game day shuttles offer transportation to Memorial Stadium from the downtown Berkeley BART station and nearby campus locations. The UC Berkeley campus has a limited number of parking spaces available so the school encourages public transportation.

With community engagement efforts, pre-game best practices include collaboration with concessions to ensure all items sold are compostable or recyclable, developing an educational video to be shown during the game and an educational game to be played by fans during halftime, and installing zero waste reduction bins and signs throughout the basketball Pavilion. Game day best practices include student "trash talkers" assisting fans with waste diversion and sorting, educational tabling through the Pavilion and Stadium, and providing bins to collect used pom-poms and fan items for reuse at future games.

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

<https://serc.berkeley.edu/athletics-sustainability-program/>

Additional documentation to support the submission:

[abbreviated_list_of_leed_bldgs_february_2017 \(1\).pdf](#)

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Sustainability and Energy.

Score	Responsible Party
0.50 / 0.50	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Institution has or participates in a green event certification program and has held one or more certified events in the previous year. The certification program addresses at least four of the following:

- Sustainable transportation options, teleconferencing options, and/or carbon offsets
- Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)
- Paper consumption (e.g. minimization and recycled/FSC certified content)
- Energy efficiency (e.g. equipment and lighting)
- Waste minimization and diversion
- Communications and/or signage about the sustainable practices

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

Does the institution’s green event certification program address the following?:

	Yes or No
Sustainable transportation options, teleconferencing options, and/or carbon offsets	Yes
Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)	Yes
Paper consumption (e.g. minimization and recycled/FSC certified content)	Yes

Energy efficiency (e.g. equipment and lighting)	No
Waste minimization and diversion	Yes
Communications and/or signage about the sustainable practices	Yes

A brief description of the institution's green event certification program, including the specific components selected above:

UC Berkeley offers green event certification that includes a checklist with the following items: vegetarian or sustainable food options; zero waste to landfills; opportunity to buy carbon credits for air travel; promotional literature detailing the green certification process; and requiring recycled paper products or foregoing printed flyers.

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

<https://sustainability.berkeley.edu/engage/green-certifications>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Sustainability and Energy.

Score

0.50 / 0.50

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution is currently designated as a Fair Trade College or University by Fair Trade Campaigns USA or Fairtrade International/FLO and its members (e.g. Fairtrade Canada).

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

Is the institution currently designated as a Fair Trade College or University?:

Yes

A brief description of the institution's Fair Trade initiatives, including the year formal designation was achieved and/or renewed:

UC Berkeley was recognized as a Fair Trade university in 2018. Among its initiatives, the university has passed a fair trade resolution reflecting the campus' commitment to fair trade; is working with campus outlets to offer at least two fair trade products in their businesses; is sponsoring fair trade events and activities on campus; is working to bring fair trade principles into the classroom; and is sourcing fair trade products at campus events.

The website URL where information about the programs or initiatives is available:<https://fairtradecampaigns.org/campaign/uc-berkeley/>**Additional documentation to support the submission:**

Data source(s) and notes about the submission:

Information in this field was provided by the Fair Trade Campaigns organization.

Score	Responsible Party
0.50 / 0.50	Jack Chang STARS Assessment Fellow (ERG) Sustainability

Criteria

Institution has or participates in a green laboratory benchmarking or certification program that covers at least three of the following:

Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs

Water conservation and efficiency

Chemical use and disposal

Materials management, e.g. green purchasing guidelines and recycling and reuse programs

- Training for lab users on sustainable practices

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

Does the institution’s green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g. green purchasing guidelines and recycling and reuse programs	Yes
Training for lab users on sustainable practices	Yes

The UC Berkeley Green Laboratory Certification Program recognizes laboratories that implement sustainability practices and continually aim to reduce their environmental footprint. Participating laboratories will collaborate within the campus labs community to bring innovation and creativity to the certification program, and will support the Chancellor's Advisory Committee on Sustainability's (CACS) efforts towards a more sustainable UC Berkeley. CACS (sustainability.berkeley.edu/cacs) has identified a list of sustainable actions that can be implemented by labs to satisfy the requirements for a Green Certified Laboratory. Certification is awarded through a points system. Certification stands for 2 years; criteria and requirements may change over time. Periodic check-ins between the lab and Green Labs Certification student representative will be required.

The certification process falls under seven categories: energy conservation and efficiency, water conservation and efficiency, chemicals and storage, purchasing, waste reduction, education and behavior change, and sustainable innovation.

Under energy conservation and efficiency, the program requires labs to use shared freezers and refrigerators as well as freezers that are Energy Star rated. Lab members must also periodically defrost and clean freezer coils.

With water, lab staff and students are encouraged to reduce water consumption and be familiar with the process for reporting any water leaks in pipes or sinks to building managers.

With chemical use and disposal, labs are asked to minimize chemical waste by routinely inventorying which chemicals are used, stored and created in the lab, as well as to donate surplus chemicals and store and secure chemicals in locations approved by Environmental Health & Safety.

Under materials management, labs are required to return, reuse or recycle envelopes, boxes and packaging material whenever possible. Labs are also advised to use rechargeable batteries where possible and reuse disposable plastic and glass items.

Finally, labs are required to post a sustainable practices fact sheet, discuss green practices at regular team meetings and assign a lab member to oversee recycling and sash closures.

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

https://sustainability.berkeley.edu/sites/default/files/2016.07.greenlabschecklist_fixed.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The information in this field comes from the UC Berkeley Office of Sustainability Green Certification Web page.

Score

0.50 / 0.50

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution is currently recognized by one of the following:

- League of American Bicyclists as a Bicycle Friendly University (Silver level or higher)
 - Mouvement Velosymphatique (Quebec) at Argent level or higher
 - An equivalent third party certification program approved by AASHE (email stars@ashe.org to enquire about program equivalence)
-

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

What is the institution's current award level (Bicycle Friendly University, Mouvement Velosymphatique, or an equivalent third party certification program approved by AASHE? (Platinum, Gold, Silver or Bronze):

Gold

A brief description of the institution's bicycle program, including the year the award was achieved and/or renewed:

UC Berkeley was award a Gold Bicycle Friendly University award in 2017 by the League of American Bicyclists.

The campus has a network of bicycle paths as defined in our campus Bicycle Plan:

https://capitalstrategies.berkeley.edu/sites/default/files/ucb_bikeplanfinal.pdf

This plan also specifies how the campus network integrates with the city's extensive bicycling network, which is also part of the regional network. The campus landscape master plan outlines policies related to providing continuous pedestrian and bicycle paths throughout the campus.

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

http://bikeleague.org/sites/default/files/BFU_Award_List_2017_only.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provide by the League of American Bicyclists and the UC Berkeley Parking and Transportation department.

Pay Scale Equity

Score

0.00 / 0.50

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Institution has a maximum compensation scale ratio of 1:15, where 1 represents the compensation of the lowest-paid full-time employee and 15 represents the compensation of the highest paid senior administrator (e.g. president or chancellor).

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

The factor by which the total compensation of the highest compensated senior administrator exceeds that of the lowest compensated full-time employee (1:X):

16.98

Documentation supporting the institution's reported pay scale ratio:

Documentation supporting the institution's reported pay scale ratio:

The highest paid campus employee (Chancellor) earns \$254.76/hour. The lowest paid employee earns \$15.00/hour. Therefore, $254.76/15 = 16.984\%$.

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data from this field were provided by Scott Dinkelspiel at UC Berkeley Human Resources.

Innovation

Points Claimed 4.00

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 A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00

Score

1.00 / 1.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Chou Hall: green, healthy & the first U.S. certified zero waste academic building

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

This new campus building features efficient heating, cooling, solar panels and lighting systems, rainwater cisterns and 24,300 square feet of exterior windows. With these intentionally designed features and more, this building is heading for both LEED Platinum certification and WELL certification.

Additionally Chou Hall is now operating as a zero waste building. A team of staff and students are working to ensure Chou Hall becomes the first academic building in the U.S. to be zero waste certified through US Green Building Council. With no landfill bins in the building, the team is promoting a “pack it in, pack it out” culture. They are educating and supporting people to phase out single-use, disposable materials in favor of reusable food and water containers and other supplies. The team is also working closely with event planners and caterers to showcase fabulous events that are 100% trash-free. The building secured a lease with the on-site food vendor, that is adhering to the zero waste practices and serving healthy sustainable food.

The zero waste team’s efforts are working. Monthly waste audits shows that 90% or more of the materials leaving the building can be recycled or composted. Chou Hall and the team’s creative approach to behavior change is fast becoming a model of zero waste practices for the Berkeley campus.

The Berkeley campus expects all three sustainability related certifications from the U.S. Green Building Council this year.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement

Buildings

Waste

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

http://news.berkeley.edu/story_jump/haas-students-go-for-the-greenest-as-chou-hall-opens/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<http://haas.berkeley.edu/NewBuilding/>

Score

1.00 / 1.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

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

Name or title of the innovative policy, practice, program, or outcome:

Solar Powering Cal - Regional Renewable Energy Procurement program

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Solar PV systems at MLK Student Union, the new Eshleman, the Recreation Sports complex, and the University Village apartments became fully operational in 2016 and 2017. The Office of Sustainability worked in a collaborative, competitive procurement strategy with 19 other public agencies in the region, led by the Alameda County General Services division. UC Berkeley secured favorable pricing for these three rooftop and one canopy/carport installations – 25-40% below market rate. In aggregate these systems brought cost savings in year one to the campus. The solar was installed by a purchase power agreement (PPA) - the vendor is covering the costs of installation and operating and maintaining the systems, and UC Berkeley will pay for the power they generate.

The rooftop solar panels on MLK Student Union replace (and expand) an older less productive system. The solar array on Eshleman Hall added even more green power to the Lower Sproul complex. Together these two systems will produce 150,000 kWh solar electricity for the buildings.

Recreation Sports' large field house roof offers space for an array that is projected to produce 340,000 kWh of solar power, providing close to one-third of the buildings electricity needs.

The University Village carport solar system is projected to produce 700,000 kWh of carbon-free solar electricity each year, providing 20% of the power needs of the village.

These sites were selected because they meet the physical requirements for solar power and because the stakeholders, including student users of the facilities, showed interest in solar power.

Students have had a keen interest in making these solar projects a reality. The R-REP solar installations were supported by a grant from The Green Initiative Fund. This grant helped provide initial investment and campus support for UC Berkeley to enter the R-REP program, allowing the campus to pursue solar installations. Furthermore, the TGIF grant funds a student engagement component so that these installations align with UC Berkeley's focus on research and teaching. TGIF was founded with the intention of bringing more clean energy to UC Berkeley, so TGIF is fulfilling one of its major goals through the project.

A tremendous effort behind the scenes secured solar power under a power purchase agreement to the UC Berkeley campus. The Office of Sustainability has been at the forefront of this effort – bringing the R-REP program to the attention of the campus, coordinating the vendor selections and contracting, working with the campus partners to scope their projects and ensuring cost effective and technically sound solar PV will operate on the campus for the next 25 years. However, the project would not have been possible without an extensive collaborative effort between departments and groups across campus.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Air & Climate

Buildings

Energy

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring

the innovation :

[STARS_Innovation_R-REP_Chess.final.pdf](#)

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

<http://www.acgov.org/rrep/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information in this field was provided by the UC Berkeley Office of Sustainability and Energy.

Score

1.00 / 1.00

Responsible Party

Jack ChangSTARS Assessment Fellow (ERG)
Sustainability

Criteria

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

Name or title of the innovative policy, practice, program, or outcome:

Cal Future Forum

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

More than ever, California needs to play a proactive role in understanding our global impact and in finding solutions to ensure a vibrant future. In fact, the state leads the nation — and the world — in developing a clean-energy economy, ameliorating the effects of global change, and promoting green businesses for the future.

UC Berkeley and the Berkeley Lab have long been leaders in the research needed to understand and respond effectively to humanity's global environmental impact, such as developing energy efficiency standards that are now used around the world, developing technologies for making our cities more resilient to droughts and floods, converting sunlight into modern fuels, assessing the impact of the sixth mass extinction, to forecasting future change.

To highlight the latest research findings emerging from UC Berkeley and the Berkeley Lab, the campus present Cal Future Forum: Our Changing World, an unusual opportunity to learn directly from leading researchers who are developing solutions to the environmental challenges we face.

In May 2017 over a dozen prominent Berkeley researchers provided a synopsis of the state of the planet, a better understanding of the challenges we face and the solutions being developed at UC Berkeley – and being implemented globally. This rare gathering of leading Berkeley scientists, engineers, scholars and policy experts was moderated by prominent radio host, Michael Krasny.

The speakers in the series include incoming College of Natural Resources Dean, David Ackerly, who asks "Can plants and animals adapt to a changing climate or will we require new approaches to biodiversity conservation?" Agricultural and Resource Economics Professor Max Auffhammer addresses "What is the economic cost of one more ton of CO2 emissions?" And Mary Anne Piette, director of the Building Technology and Urban Systems Division at Lawrence Berkeley National Laboratory, asks: "How can building loads help us achieve a low carbon electric grid?"

In total, the video series features 17 top UC Berkeley climate and environment experts who have helped make Berkeley the top-ranked university in the world in environmental sciences.

<https://www.usnews.com/education/best-global-universities/environment-ecology>

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement

Public Engagement

Air & Climate

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring

the innovation :

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

<https://calfutureforum.berkeley.edu/>

Additional documentation to support the submission:

Score

1.00 / 1.00

Responsible Party

Jack Chang

STARS Assessment Fellow (ERG)
Sustainability

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

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

Name or title of the innovative policy, practice, program, or outcome:

TomKat UC Carbon Neutrality Project

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

The TomKat UC Carbon Neutrality Project supports innovative multi-disciplinary research projects that will substantially accelerate progress of the University of California's Carbon Neutrality Initiative. This project aims to address topics such as technology assessments (e.g, energy storage, pathways to transition off natural gas, integration of renewable energy), energy efficiency (both technological and financial issues), communications strategies (including field trials), economic incentives and behavior modification that have high potential for advancing the UC's system-wide goal to achieve zero net greenhouse gas emissions by 2025.

This project, funded by the TomKat Charitable Trust, is a collaboration of the Institute for Energy Efficiency and the National Center for Ecological Analysis and Synthesis, at UC Santa Barbara the ten UC campuses and affiliated national laboratories. The research teams included faculty, staff, students and affiliated experts.

Sponsored projects have examined zeroing out the use of natural gas in UC buildings, best practices for communicating sustainability to the campus and developing a new generation of energy efficient lighting in campus buildings. Reports and recommendations are available.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Research

Air & Climate

Energy

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

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

<https://www.nceas.ucsb.edu/content/tomkat-carbon-neutrality-project-rfp>

Additional documentation to support the submission:
