

# University of California, Berkeley

The following information was submitted through the [STARS Reporting Tool](#).

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

|                             |
|-----------------------------|
| <b>Credit</b>               |
| Institutional Boundary      |
| Operational Characteristics |
| Academics and Demographics  |

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Doctorate

## Institutional control:

Public

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

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

## Reason for excluding agricultural school:

---

**Reason for excluding medical school:**

Berkeley does not have a medical school

**Reason for excluding pharmacy school:**

Berkeley does not have a pharmacy school

**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

Berkeley does not have a veterinary school

**Reason for excluding satellite campus:**

Berkeley does not have a satellite campus that serves the degree programs.

**Reason for excluding hospital:**

Berkeley does not have a hospital

**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

Gill Tract: Ten acres of arable, undeveloped land are used for urban agriculture and agricultural experimentation and research; bound by Buchanan St. to the north, Village Creek to the south, Jackson St. to the west, and San Pablo Ave. to the east.

# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

1,496,000,000 US/Canadian \$

### Total campus area:

1,232 Acres

### IECC climate region:

Marine

### Locale:

Mid-size city

### Gross floor area of building space:

16,314,262 Gross Square Feet

### Conditioned floor area:

---

### Floor area of laboratory space:

2,150,000 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space:

0 Square Feet

### Floor area of residential space:

1,910,000 Square Feet

### Electricity use by source::

| Percentage of total electricity use (0-100) |
|---|
|---|

|   |    |
|---|----|
| <b>Biomass</b>                                  | 4  |
| <b>Coal</b>                                     | 0  |
| <b>Geothermal</b>                               | 5  |
| <b>Hydro</b>                                    | 12 |
| <b>Natural gas</b>                              | 28 |
| <b>Nuclear</b>                                  | 22 |
| <b>Solar photovoltaic</b>                       | 5  |
| <b>Wind</b>                                     | 6  |
| <b>Other (please specify and explain below)</b> | 18 |

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

The public utility that provides electricity for the campus has 18% 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::**

|                    | <b>Percentage of total energy used to heat buildings (0-100)</b> |
|--------------------|--|
| <b>Biomass</b>     | ---  |
| <b>Coal</b>        | ---  |
| <b>Electricity</b> | ---  |
| <b>Fuel oil</b>    | ---  |

|   |     |
|---|-----|
| <b>Geothermal</b>                               | --- |
| <b>Natural gas</b>                              | 15  |
| <b>Other (please specify and explain below)</b> | 85  |

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

The campus uses steam to heat buildings - the steam is generated from natural gas cogeneration facility that produces electricity and steam.



# Academics and Demographics

## Criteria

n/a

---

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

### Number of academic divisions:

14

### Number of academic departments (or the equivalent):

130

### Full-time equivalent enrollment:

35,498

### Full-time equivalent of employees:

15,521

### Full-time equivalent of distance education students:

0

### Total number of undergraduate students:

25,566

### Total number of graduate students:

9,932

### Number of degree-seeking students:

35,498

### Number of non-credit students:

0

### Number of employees:

0

### Number of residential students:

7,890

**Number of residential employees:**

0

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

|                                    |
|------------------------------------|
| <b>Credit</b>                      |
| Academic Courses                   |
| Learning Outcomes                  |
| Undergraduate Program              |
| Graduate Program                   |
| Immersive Experience               |
| Sustainability Literacy Assessment |
| Incentives for Developing Courses  |
| Campus as a Living Laboratory      |

## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

|  | <b>Undergraduate</b> | <b>Graduate</b> |
|--|----------------------|-----------------|
| <b>Total number of courses offered by the institution</b>    | 4,434                | 2,183           |
| <b>Number of sustainability courses offered</b>              | 158                  | 84              |
| <b>Number of courses offered that include sustainability</b> | 206                  | 109             |

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

48

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

130

**Number of years covered by the data:**

Three

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

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

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

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

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

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

A student intern worked with the Office of Sustainability to review the entire course catalog and identify sustainability courses, using the below criteria, which are considered consistent with the new categories of STARS 2.0 and with the criteria used by the University of California. Graduate courses are those numbered 200 and above, but any course that was listed as both an undergraduate and graduate course was listed above as an undergraduate one. It was not possible to find the undergraduate/graduate split for total courses, so the total number was assumed to be 1/3 undergraduate and 2/3 graduate.

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

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

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

---

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

|                            | Yes or No |
|----------------------------|-----------|
| <b>Internships</b>         | ---       |
| <b>Practicums</b>          | ---       |
| <b>Independent study</b>   | ---       |
| <b>Special topics</b>      | ---       |
| <b>Thesis/dissertation</b> | ---       |
| <b>Clinical</b>            | ---       |
| <b>Physical education</b>  | ---       |
| <b>Performance arts</b>    | ---       |

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

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**Does the institution designate sustainability courses on student transcripts?:**

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# Learning Outcomes

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

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

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

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

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

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

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### Submission Note:

All graduates counted as having been covered by a sustainability learning outcome graduated from one of the degree programs listed (which all required one or more sustainability courses). However, we were not able to report graduates who only received one of the minors on the list (except for Global Poverty), so this count is an underestimate. This year, the list only includes undergraduates, since the data does not easily allow an accurate count of graduates by detailed degree program.

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

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

2,311

**Total number of graduates from degree programs:**



10,506

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

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

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

The Global Poverty Minor should also be on the list.

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

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

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

# Undergraduate Program

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

Institution offers at least one:

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

And/or

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

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

---

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

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

Yes

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

Conservation and Resource Studies

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

The Conservation and Resource Studies (CRS) major is an individualized interdisciplinary program designed for students interested in environmental issues and areas of interaction among humans and the environment.

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 (1st program):

<http://ourenvironment.berkeley.edu/undergraduate-programs/>

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

**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):**

<http://ourenvironment.berkeley.edu/undergraduate-programs/>

**The 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 department both inside and outside of the COE. 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://engineering-science.berkeley.edu/environmental-engineering-science/>

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

---

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

Yes

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

Minor in Sustainable Design

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

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 (1st program):**

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

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

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

---

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

---

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

---

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

---

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

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

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# Graduate Program

## Criteria

Institution offers at least one:

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

And/or

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

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

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

# Immersive Experience

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

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

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

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

And/or

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

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

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

---

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

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

Yes

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

The Global Environment Theme House (GETH): championing a greener way of life.

Our academic seminar includes learning from faculty and peers, mixed with career advising, but mostly we foster a forum for a meaningful exchange of ideas in a small group setting. We learn about green living, give back to our 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  
Campus Sustainability Data Collector | AASHE

Resources faculty. Topics for the seminar relate to environmental action and research on and around the Berkeley campus. You can review a sample course syllabus to get an idea about the coursework and expectations. If you're admitted to GETH, you 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. Students interested in social, economic, and scientific issues affecting Earth's urban, rural, and global environment are encouraged to apply.

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

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

# Sustainability Literacy Assessment

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

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

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

This credit includes graduate as well as undergraduate students.

---

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

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

0

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

0

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

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

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

Not applicable.

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

Not applicable.



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

Not applicable.

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

---

## Incentives for Developing Courses

### Criteria

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

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

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

---

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

# Campus as a Living Laboratory

## Criteria

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

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

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

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

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

# Research

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

|                      |
|----------------------|
| <b>Credit</b>        |
| Academic Research    |
| Support for Research |
| Access to Research   |

## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

### **Number of the institution's faculty and/or staff engaged in sustainability research:**

212

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

1,543

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

30

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

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

---

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

See list below.

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

The list of Principal Investigators engaging in sustainability research was taken from the list of all sustainability research awards in the last three years. This number is being compared to the total number of individuals who have served as PI or CO-PI in the same time period. In previous years, the data was drawn from a Faculty Expertise database, which was not regularly updated and which included professor emeriti and others who are not as active in applying for research grants.

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

Daniel M. Kammen

Director of Renewable and Appropriate Energy Laboratory (RAEL)

Professor in the Energy and Resource Group (ERG)

Professor of Public Policy Goldman School of Public Policy

Dr. Kammen's research interests include: the science, engineering, management, and dissemination of renewable energy systems; health and environmental impacts of energy generation and use; rural resource management, including issues of gender and ethnicity; international R&D policy, climate change; and energy forecasting and risk analysis. He is the author of over 90 journal publications, a book on environmental, technological, and health risks (*Should We Risk It?*, Princeton University Press) and numerous reports on renewable energy and development. He has been featured on radio, network and public broadcasting television and in print as an analyst of energy, environmental, and risk policy issues and current events. His recent work on energy R&D policy appeared in *Science*, and *Environment*, and has been featured on PBS, KQED, CNN, and in many newspapers via the Reuters news service.

Kammen advises the U. S. and Swedish Agencies for International Development, the World Bank, and the Presidents Committee on Science and Technology (PCAST), and is a member of the Intergovernmental Panel on Climate Change (Working Group III and the Special Report on Technology Transfer). Dr. Kammen serves on the technical review board for the GEF (the STAP), is a lead author for the Special Report on Technology Transfer of the Intergovernmental Panel on Climate Change, and advises the World Bank and the American Academy of Arts and Sciences and well as the African Academy of Sciences.

G. Mathias Kondolf

Chair, Department of Landscape Architecture & Environmental Planning; Professor of Landscape Architecture & Environmental Planning

G. Mathias (Matt) Kondolf is a fluvial geomorphologist and environmental planner, specializing in environmental river management and restoration. As a Professor of Environmental Planning at the University of California, Berkeley, he teaches courses in hydrology, river restoration, environmental science, and Mediterranean-climate landscapes, advises students in these subjects, and serves as Chair of the Department of Landscape Architecture and Environmental Planning. His current research concerns sediment management strategies in reservoirs and regulated rivers (with applications of these concepts in the Mekong River basin), federal flood policies and the 'wise use of

floodplains' concept, process-based river restoration, and urban river management and restoration. He is currently the Clarke Scholar at the Institute for Water Resources of the US Army Corps of Engineers in Washington, and formerly served on the Environmental Advisory Board to the Chief of the Corps. Professor Kondolf lectures and teaches shortcourses on river restoration in various countries.

Kirk R. Smith, MPH, PhD

Professor of Global Environmental Health, University of California, Berkeley  
School of Public Health  
Tyler Laureate, 2012, for Environmental Achievement

Prof. Smith is Professor of Global Environmental Health and is also founder and director of the campus-wide Masters Program in Global Health and Environment. Previously, he was founder and head of the Energy Program of the East-West Center in Honolulu before moving to Berkeley in 1995. He serves on a number of national and international scientific advisory committees including the Global Energy Assessment, National Research Council's Board on Atmospheric Science and Climate, the Executive Committee for WHO Air Quality Guidelines, and the International Comparative Risk Assessment. He participated, along with many other scientists, in the IPCC's 3rd and 4th assessments and shared the 2007 Nobel Peace Prize and is Convening Lead Author for Climate and Health for the 5th Assessment. He holds visiting professorships in India and China and bachelors, masters, and doctoral degrees from UC Berkeley and, in 1997, was elected member in the US National Academy of Sciences, one of the highest honors awarded to US Scientists by their peers. In 2009, he received the Heinz Prize in Environment and in 2012 was awarded the Tyler Prize for Environmental Achievement.

Allen Goldstein

Professor, Department of Environmental Science, Policy, and Management  
Professor, Department of Civil and Environmental Engineering  
University of California at Berkeley

Goldstein group research themes include atmospheric chemistry and biogeochemistry. We investigate anthropogenic and natural contributions to the chemical composition of the troposphere, interactions of air pollution with ecosystems, aerosol composition and chemistry, and the biogeochemistry of greenhouse gases and stratospheric ozone depleting gases. A unifying theme in our research is to understand the balance between natural and anthropogenic sources of trace gases and aerosols in earth's atmosphere, and to elucidate the biogeochemical processes which control their budgets. One of our major foci is to push the forefront of observational capabilities through the development and deployment of novel analytical instrumentation, making possible new avenues of research to address elusive scientific questions. We develop instrumentation, develop and maintain long term biosphere-atmosphere exchange experiments, engage in short term field campaigns, perform controlled laboratory experiments, and utilize models of atmospheric processes, all with the goals of understanding the composition and chemistry of earth's atmosphere, how it functions naturally, and how it is impacted by anthropogenic emissions and changing climate.

**The website URL where information about sustainability research is available:**

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

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

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

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

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

Yes

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

The 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."

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

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

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

Yes



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

The Energy and Climate Research Innovation Seed Fund program is funded by the Berkeley Energy & Climate Institute (BECI). For 2013/14 the Innovation Seed Fund seeks proposals that will advance UC Berkeley research in the renewable energy and energy efficiency domain. There is 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 that will further define the frontiers of energy science and policy and have strong potential for scalability and implementation.

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

<http://vcresearch.berkeley.edu/energy/innovation-seed-fund>

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

No

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

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

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

Yes

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

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

The Library 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.

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

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

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

<http://www.lib.berkeley.edu/help>



## Access to Research

### Criteria

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

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

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

# Engagement

## Campus Engagement

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

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

|                                     |
|-------------------------------------|
| <b>Credit</b>                       |
| Student Educators Program           |
| Student Orientation                 |
| Student Life                        |
| Outreach Materials and Publications |
| Outreach Campaign                   |
| Employee Educators Program          |
| Employee Orientation                |
| Staff Professional Development      |

# Student Educators Program

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## Responsible Party

**Kendra Wrightson**

Project Associate

Office of Sustainability

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## Criteria

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

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

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

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

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

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### Submission Note:

Total number of degree-seeking students includes all full-time undergraduate and graduate students as of Fall 2013. Number served by the program is approximate.

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

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

Yes

### Number of degree-seeking students enrolled at the institution:

35,498

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

Residential Sustainability Program

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

7,890

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

The Residential Sustainability Program's mission is to provide resources and introduce on-campus residents to the importance of cultivating sustainable lifestyles. Created approximately seven years ago to assist residential managers in developing sustainable environments within the residence halls, RSP uses paid and volunteer students to educate students on how to contribute to the creation of a sustainable environment on campus. They also collaborate with various 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.

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

Coordinators and Educators apply for the positions. RSP volunteers are appointed in the beginning of the academic year for a two-semester term.

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

Volunteers meet with facility managers to discuss pertinent issues and awareness programming, attend bimonthly meetings with the campus-hired RSP 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 or other support the institution provides to the program (1st program):**

See above. Coordinators and Educators are paid positions, funded by Cal Housing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Student Orientation

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## Responsible Party

**Kendra Wrightson**

Project Associate  
Office of Sustainability

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## Criteria

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

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

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

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

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

80

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

Last year, Campus Recycling and Refuse Services (CRRS) provided the Cal Student Orientation (CalSO) with zero waste breakfasts and lunches throughout the entire orientation. CRRS also provided information about sustainable food systems during the first meal of the week so that students could learn about sustainable food while enjoying it. This service benefitted over 10,000 students and orientation staff.

Along with a focus on local food, CalSO also had the opportunity to promote sustainability through the ASUC Sustainability Team (STeam) video that the club created for both CalSO and the international student orientation.

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

[Campus Sustainability Data Collector | AASHE](#)



## Responsible Party

**Kendra Wrightson**

Project Associate

Office of Sustainability

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## 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.

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

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

|  |                  |
|--|------------------|
|  | <b>Yes or No</b> |
|--|------------------|

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

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

### Words of the Watershed (WOW)

Words of the Watershed is an undergraduate journal that is student-run and is comprised of local environmental writing and art, which will be published annually in print and online.

General information:

[wordsofthewatershed@gmail.com](mailto:wordsofthewatershed@gmail.com)

### 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. This student-governed group helps guide students as they continue their life outside of UC Berkeley.

General information:

[calsedinc@gmail.com](mailto:calsedinc@gmail.com)

### Surfrider Foundation Club

<http://www.surfrider.org/membership>

The Surfrider Foundation Club is a student-governed organization with the mission of protecting and enjoying the 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 beach goers, 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.

### Students Against Fracking at UC Berkeley (SAF)

A student governed organization, SAF is a coalition of UC Berkeley student groups - including Cal Dems, CSSC, CALPIRG, & SERC - fighting the dangerous, destructive, & unjust practice of fracking.

### Student Projects Redefining Our University's Trash, Sustainably (SPROUTS)

<http://tgif.berkeley.edu/index.php/12-tgif/funded-projects/147-sprouts>

Founded in 2013 and not fully student governed, SPROUTS will create a waste education and outreach team focused on hosting events, promoting education campaigns, working with Overstock and Surplus, and teaching a standardized campus waste audit. By creating an education and outreach team (SPROUTS), students are shown to be willing to take the steps necessary to reach the campus goal of zero waste by 2020. SPROUTS will overcome waste stream challenges by educating students, improving existing recycling programs,

changing student behavior, reducing contamination, maximizing waste diversion, and integrating zero waste principles into the campus culture.

Society for Conservation Biology (Berkeley Chapter)

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

The Berkeley Chapter of the Society for Conservation Biology is a conservation organization with initiatives at the local, national, and international levels. We encourage thinking about conservation biology in the broadest sense, welcoming a variety of disciplines. Based out of the University of California, Berkeley, the Berkeley Society for Conservation Biology (SCB) is not exclusive to university students. In fact, we encourage members of the entire Bay Area community to join our group. We are led by the executive committee. General information:

[scb.berkeley@gmail.com](mailto:scb.berkeley@gmail.com)

ReUSE

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

ReUSE is a student-run program that is run through a University department called Campus Recycling and Refuse Services (CRRS) which is part of Physical Plant Campus Services. The ReUSE program depends on its dedicated group of volunteers. Each student volunteer “owns” a mini ReUSE station on campus and is responsible for maintaining the station. This includes keeping the station stocked with donated supplies from our storage area, as well as managing the aesthetics and publicity of the station. Volunteers also help with the various ReUSE events each year, such as coordinating the Reader & Clothing Move-Out Collection every May, the semester-ly Reader Giveaway and Second Chance Clothing Sale, Earth Week outreach, the Exchange, and special campus building “reuse before demolition” projects.

General information:

[UCBerkeleyReUSE@gmail.com](mailto:UCBerkeleyReUSE@gmail.com)

GradFood

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

[e-policy-snap](#)

GradFood (formerly SNAPP) is an interdisciplinary association of graduate students working across sectors to share their work and ideas regarding all things food and agriculture. 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 with the sustainable food systems community and the new Berkeley Food Institute. We emphasize education that can inform both public policy and grassroots food systems change.

General information:

[gradfooducb@gmail.com](mailto:gradfooducb@gmail.com)

Fossil Free CAL (FFC)

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

Fossil Free Cal is a student-governed organization campaigning to divest the UC's endowments from the fossil fuel industry. 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. We are calling on UC Berkeley and the UC system to divest their commingled and direct holdings in 200 fossil fuel companies with the largest reserves of carbon. To our group, sustainable, socially responsible, and mission-aligned investment is an intentional process that focuses on a triple bottom line when seeking out returns. In this respect, investing can be viewed so as to incorporate social, environmental, and economic returns for the university and society.

Environmental Science Student Association (ESSA)

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

The Environmental Sciences Student Association (ESSA) is a student-governed group for students interested in environmental sciences. ESSA's main goal is to bring together students with interests in the environment in a fun, academic, and social atmosphere. Membership is open to all UC Berkeley students. ESSA organizes academic, social, and career/internship events throughout the year. Among the events are advising nights, service projects, hiking & camping trips, and several career events.

General information:

[essa.260m@gmail.com](mailto:essa.260m@gmail.com)

Environmental Consulting Group (ECG)

Environmental Consulting Group is a student-run organization that consults with corporations on their corporate social responsibility & environmental educational pages. The first consulting project is developing a webpage that is interactive, graphically inviting, and apart of an LED market place that is being marketed to millions of Americans. If every light bulb were switched to an LED, the country would save two billion metric tons of CO<sub>2</sub>, equivalent to a year of coal generation within the United States. The unbiased environmental 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 be able to network with leaders of companies; managing directors of banks, global research institutes, and gain experience to advance their resumes.

General information, contact Katherine Walsh:

[Campus Sustainability Data Collector](#) | [AASHE](#)

[kwalsh@berkeley.edu](mailto:kwalsh@berkeley.edu)

Engineers Without Borders (EWB)

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

The UC Berkeley Engineers Without Borders chapter was founded in 2009, and we obtained our first project (the Peru Project) in 2011. We exist to bring together talented students – both engineers and non-engineers – to work towards a common goal of philanthropic engineering abroad. We strive for sustainability in all of its forms: ensuring our projects utilize materials from the community, and guaranteeing that the necessary infrastructure and community acceptance is present to sustain the project after its implementation. The EWB Berkeley model emphasizes working with the community – the project belongs to the community members and it is essential we work together throughout the process – through a student-governed organization.

Engineers for a Sustainable World (ESW) at Berkeley

<http://eswberkeley.weebly.com/>

This student-governed organization envisions a world of environmental, social, and economic prosperity created and sustained by local and global collective action. 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.

General information: [esw.ucberkeley](http://esw.ucberkeley)

Common Cause of Berkeley

Berkeley Common Cause is a student run group under the umbrella of Common Cause, a national interest group dedicated to making government more open, accountable, and responsive to the public. Put simply, we are a non-partisan political group that advocates for making our government work better. Whatever your particular political goals are, whether it be strengthening renewable energy laws or legalizing gay marriage or increasing access to financial aid, participation in Berkeley Common Cause will allow you to work on advancing these issues of critical importance to our democracy. 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.

General information:

[info@berkeleycommoncause.org](mailto:info@berkeleycommoncause.org)

Climate and Health IdeaLab (CHIL)

<http://bigideas.berkeley.edu/idealabs/>



The Climate Change and Health IdeaLab is a student-governed forum for creative thinking and action around the many intersections of climate change and health. 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.

General information, contact Hannah Roeyer:

[hroeyer@berkeley.edu](mailto:hroeyer@berkeley.edu)

Associated Students of the University of California (ASUC) Sustainability Team

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

The Sustainability Team is a special program in ASUC established in Fall 2005. As a student-governed team, we create and implement a variety of projects that help establish sustainable practices and promote environmental awareness on campus. Project committees within STeam work as a tight unit to accomplish their goals, and leadership capacity is shared equally. STeam is headed by the ASUC Director of Environmental Sustainability (DES) and is institutionalized in the ASUC constitution (Title 26: ASUC Environmental Sustainability). STeam meets every week to update each other on the progress of our projects and brainstorm strategies for successful implementation, and project committees break out into small groups to work on their individual projects. STeam members are unpaid and commit a minimum of 5 hours a week to their projects. The team also spends time outside of meetings through our Steam Socials and Community Service days a few times per semester.

General information, contact Judy Li:

[judy.li@berkeley.edu](mailto:judy.li@berkeley.edu)

Berkeley Energy & Resources Collaborative (BERC)

[berc.berkeley.edu](http://berc.berkeley.edu)

BERC Undergrad is part of Berkeley Energy & Resources Collaborative, a multidisciplinary network of UC Berkeley students, alumni, faculty, industry professional, and advisors who seek to turn world-leading research into world-changing solution by tackling tough and timely energy and environmental changes. BERC Undergrad is planning events such as career networking and a speaker series. We are also continuing our Undergraduate-Graduate Mentorship Program.

General information:

[berc.undergrad@gmail.com](mailto:berc.undergrad@gmail.com)

Berkeley Environmental Economics and Policy Students (BEEPS)

BEEPS seeks to bring students of the EEP major together through conceptualizing, collaborating, networking, learning and socializing. We provide resources for those in (or interested in) the EEP discipline to be ready for the world. These resources will include talks from professionals, alumni, professors, and graduate students, as well as workshops and peer tutoring. We want to prepare ourselves for the future and have fun doing it!

General information:

[calbeeps@gmail.com](mailto:calbeeps@gmail.com)

Berkeley Environmental Law Society

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

The Environmental Law Society (ELS) takes an active role in promoting environmental justice and public interest environmental law, as well as in engaging students in hands-on environmental projects designed to benefit Berkeley Law specifically and the greater campus and Berkeley community generally. ELS runs both internal advocacy projects (such as a campaign to increase student composting at the law school), external advocacy projects (such as comment letters for agency hearings), and lectures by guest speakers on a variety of environmental issues. ELS also organized hikes and outdoor activities for Berkeley Law students. As part of a larger organization, the National Association of Environmental Law Societies (NAELS), ELS has the opportunity to participate in both regional and national environmental advocacy projects and to send students to attend a national conference.

General information:

[environment@law.berkeley.edu](mailto:environment@law.berkeley.edu)

Berkeley Organization of Animal Advocacy

<https://www.ocf.berkeley.edu/~boaa/>

The Berkeley Organization for Animal Advocacy is the campus' only student-governed, 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 from systems of human oppression. We'll be hosting vegan baking workshops, "adopting" animals from farm sanctuaries, leafletting, spreading the message about factory farming and vivisection, eating delicious food at potlucks, going on field trips. We have the Conscious Eating Conference this semester and the event is free for students.

General information, contact Amman Desai:

[ammandesai@gmail.com](mailto:ammandesai@gmail.com)

Berkeley Project (BP)

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

The Berkeley Project will build a legacy of service and a strong, sustainable partnership between Cal and the city and residents of Berkeley. To this end, the Berkeley Project's foremost endeavor is to host an annual event during which thousands from the Cal campus unite on one day and work to positively impact the community through a network of service projects in and around the City of Berkeley. Fully student operated and supported, the Berkeley Project not only provides powerful assistance to the public, but aims to create a lasting culture of service-learning among its participants.

General information:

[info@berkeleyproject.org](mailto:info@berkeleyproject.org)

Berkeley Water Group

<http://berkwatergroup.wix.com/berkeleywatergroup#!>

The Berkeley Water Group is a student governed organization that was formed with the goal of providing a forum in which Berkeley students from different departments can meet, collaborate and discuss the interdisciplinary topics of water, sanitation and hygiene. The group consists of a range of both undergraduate and graduate students hailing from many different departments. Participants work with Blum projects such as Haath Mein Sehat, the Shuar Health Project and do research in China, India, Mexico and California as well as many other places.

General information:

[berkeleywatergroupidealab@gmail.com](mailto:berkeleywatergroupidealab@gmail.com)

Building Sustainability @ Cal (BS@Cal)

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

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 campus as a whole. This is accomplished in three ways: 1) Facilitating a service learning class, 2) Hiring student interns in buildings, and 3) working on case-by-case outreach and auditing projects. The classes are run and the program is managed by five program coordinators that work with campus staff and faculty to implement projects. Where applicable, the program works with the Leadership in Energy and Environmental and Design for Existing Buildings (LEED EB) system and campus sustainability programs.

BS@C meshes the academic and the operational aspects of the university and is a unique collaboration of students, faculty, and staff. It uses the concept of service learning classes to focus the university's academic acumen directly on the university's operations. The program works closely with Capital Projects, the Office of Sustainability, Physical Plant■Campus Services and other relevant campus entities.

General information, contact Kaela Shiigi:

[Campus Sustainability Data Collector | AASHE](#)

[kashiigi@berkeley.edu](mailto:kashiigi@berkeley.edu)

#### Cal Forestry Club

<http://nature.berkeley.edu/forestryclub/front>

Cal Forestry is one of the oldest forestry programs in the nation, not student-governed, and aims at educating men and women to work as experts in the management and conservation of forest ecosystems. There is a rich history and community surrounding Cal Forestry, and countless doors are opened to our students in academic and professional settings.

#### California Student Public Interest Research Group (CALPIRG)

<http://www.calpirgstudents.org/berkeley>

CALPIRG, which is not student-governed, is offering three campaigns on sustainability right now: passing a law that requires the labeling of GMO for safer foods, advocating for safe energy in regards to the San Onofre nuclear power plant, and campaigning for safer chemicals in California for the protection of toxic spills and accidents.

General information, contact Caitlina Catalano:

[caitlinanncatalano@gmail.com](mailto:caitlinanncatalano@gmail.com)

#### The California Student Sustainability Coalition (CSSC)

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

The California Student Sustainability Coalition unites, connects, supports, and empowers students from across California to transform their educational institutions and communities into models of ecological, economic, and social sustainability. We organize events to help students connect. Our statewide convergences bring together hundreds of students twice a year to network, build community, share resources, attend workshops, and celebrate. Additionally we organize Leadership Retreats, Potlucks, and Networking calls across the state.

General information, contact Brynn Cook:

[brynn.cook@gmail.com](mailto:brynn.cook@gmail.com)

#### Campus Bike Initiative

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

Campus Bicycle Initiative is a student-governed initiation to promote bicycling as a sustainable mode of transportation and educate the campus about safe bicycling habits through events and bicycling workshops. CBI also supports the expansion of BicyCal's mechanical and educational services.

General information, contact Ginger Jui:

[ginger.jui@berkeley.edu](mailto:ginger.jui@berkeley.edu)

The Coalition to Fight Factory Farming (CFFF)

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

The Coalition to Fight Factory Farming is a non-profit group founded by a UC Berkeley alumna. CFFF is dedicated to educating the public about the impacts of industrial animal agriculture on animals, workers, the environment, and public health. Factory farming corporations stay in business by hiding their practices from consumers, while passing on the environmental and public health costs to the very people who pay for their products. Our goal at CFFF is to spread awareness and empower the public to make informed, conscious food choices

General information, contact Katie Cantrell:

[fightingfactoryfarming@gmail.com](mailto:fightingfactoryfarming@gmail.com)

Compost Alliance

<http://tgif.berkeley.edu/index.php/5-tgif/apply/87-compostalliance-phase2>

Founded in Fall 2011, the UC Berkeley Compost Alliance is interested in promoting sustainability by diverting compostable waste from landfills. UCB Compost Alliance is working on expanding the compost system to include all buildings on campus and a comprehensive coverage of their waste including food, paper towels, and compostable plastic and paper products. Student coordinators and volunteers work directly with campus stakeholders to progressively implement compost systems in each building across campus. In addition to these infrastructural projects, students also work to educate the campus community on waste reduction topics. Compost Alliance's student-governed support of buildings with composting has diverted over 35 tons of waste from landfills between June 2012 and March 2013, which has saved the campus over \$4,550 and has reduced campus carbon dioxide emissions by over 5,110 kilograms. Compost Alliance's current buildings will continue to divert over 3.6 tons of organic waste from landfills every month as long as they continue to compost, resulting in monthly savings of over \$468 and reducing carbon dioxide emissions by over 525.6 kilograms monthly.

General information:

[compostalliance@gmail.com](mailto:compostalliance@gmail.com)

Conservation and Resource Studies Student Organization (CRSSO)

<http://nature.berkeley.edu/crссо/>

CRSSO exists as a student-governed organization to facilitate a community among Conservation and Resource Studies majors and supplement educational activities. Some of CRSSO's major activities include sponsoring a mentor system for ESPM 90 and holding monthly potlucks.

General information, contact Michal Karmi:

[mkarmi@berkeley.edu](mailto:mkarmi@berkeley.edu)

#### Environmental Clubs and Organizations (ECO)

Previously called B-GAIA, ECO is a student-governed coalition on campus focused on improving communication and facilitating collaboration among the student sustainability groups at Cal. By forming a student network, the student sustainability community at Cal will have the resources and tools available to expand their efforts and more effectively promote sustainability across the UC Berkeley campus. ECO has two main aspects: 1) hosting a monthly public forum and 2) an online presence and network for the leaders of the student groups.

General information:

[ecoberkeley@gmail.com](mailto:ecoberkeley@gmail.com)

#### Fruitful Minds

<https://callink.berkeley.edu/organization/fruitfulminds/about>

In each lesson provided by Fruitful Minds, a team of two college students, Fruitful Minds Ambassadors, engage students with information and fun activities. The program explores food group basics, nutrient basics, labeling, exercise, energy and personal choices. Students have an opportunity to understand sustainable agriculture and see, touch and taste fresh local produce from a partner farm during the class. Each class concludes with encouragement for family discussion. Fruitful Minds also has a 2-unit DeCal course at UC Berkeley each semester. UC Berkeley students will serve as ambassadors for Fruitful Minds, a nutrition education program aimed at local urban youth, ages 9 to 14, to address childhood obesity. Students will prepare for and teach a nutrition education class series to area youth at a site and time to be determined by the needs of the Fruitful Minds program.

#### Green Certification Auditing Team

A.S.U.C Green Certification is a student-governed program that identifies and recognizes student groups that have taken extra steps to have greener practices and lower their environmental footprint. The program identifies a set of conditions and actions – some optional and some required – that groups choose to take. Certification is contingent on documenting all of the required pre-requisite criteria and a [currently unspecified number] of the total optional criteria. Certification is good for 1 year; criteria and other requirements may change over time. The program was granted a two year grant and is currently under reevaluation. The Student Environmental Resource Center plans to implement changes like connecting the program to the Zero Waste Events Certification program to be offered through Campus Recycling and Refuse Services, improving publicity of the program, creating new, improved student organization access to the funding, and securing future permanent funding through the ASUC.

General information, contact:

[wenpei.w@berkeley.edu](mailto:wenpei.w@berkeley.edu)

## Greening the Greeks

<http://www.calgreeks.com/ifc/sustainability/greening-the-greeks/>

Greening the Greeks is a student-governed organization consisting of Cal Greek members that promotes environmental awareness and sustainability within the fraternity and sorority community, especially in housing facilities and Greek sponsored events. Our projects include -- waste reduction through recycling, compost, and reuse; green event certification for Greek events; sustainable purchasing guides for food, merchandise, cosmetics, and cleaning supplies.

General information:

[greeningthegreeks@gmail.com](mailto:greeningthegreeks@gmail.com)

## Net Impact

<http://niberkeley.org>

Net Impact Berkeley (NIB) is a student-governed organization sponsored by the ASUC, the Haas School of Business, and the Center for Responsible Business and is committed to exploring the proper balance of business profitability and responsibility while enabling its members, through development and training, to make a meaningful impact to those around them and the society at large.

General information:

[vivianwc321@gmail.com](mailto:vivianwc321@gmail.com)

## Online Materials Exchange

<http://exchange.berkeley.edu>

The concept of finding and disposing of materials through an online medium is not new- from sales, to bartering, to free exchange, these communities of old house paint, broken strollers, and gently used bicycles rage rampant particularly in the Bay Area. By establishing a focused community of givers and takers within a specific geographical region, the UC Berkeley campus, the Online Materials Exchange facilitates direct encounters between campus affiliates- students, staff, and faculty. Funded by a grant in 2009 from The Green Initiative Fund of UC Berkeley.

General information:

[umiancial@berkeley.edu](mailto:umiancial@berkeley.edu)

<http://www.powersavecal.com/about.html>

A student-governed internship program that works to increase campus sustainability, especially focusing on energy and water. We increase general awareness, incorporate energy conservation and efficiency into course curricula (we teach the Energy DeCal!), and implement projects targeting energy use, purchasing decisions, and operational changes. Some of our current projects include the "Blackout Battles" energy saving competition in the dorms, a sustainable laundry campaign, Green Department Certification on campus, facilitating a 2-unit Energy DeCal each semester, lighting retrofits, and green workforce events.

General information:

[team@powersavecal.com](mailto:team@powersavecal.com)

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

<http://www.esa.org/seeds/>

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

SEEDS (Strategies for Ecology, Education, Diversity, and Sustainability) is a newly established student-governed club that aims to engage more minorities in the field of ecology (although we are open to all!). We go on field trips, have ecology-related movie nights, host guest speakers, hold ecologist panels, and teach ecology lessons to elementary schools. As a group with both grads and undergrads, we have established a mentorship program for members interested in getting involved in research or getting advice from one of our many grad student mentors.

General information:

[ucbseeds@gmail.com](mailto:ucbseeds@gmail.com)

Strawberry Creek Collective

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

The Strawberry Creek Restoration Project is working to restore natural diversity to our campus natural areas while creating an atmosphere of environmental stewardship throughout our local communities. We believe that knowing the names of native plants is just as important as knowing how to navigate telebears! This semester promises to be one of our best yet. Not only are we offering various DeCals regarding Creek Restoration, but are also hosting a wide range of student/community restoration events. This is a great way to team build while playing an active role in ecological change. If you're interested in nursery work, habitat restoration, environmental education, or just being outside please contact Tyler Grinberg,



[t\\_grinberg@berkeley.edu](mailto:t_grinberg@berkeley.edu)

Universal Love and Peace

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

ULAP is a student-governed community service and social justice group that has raised over 36 K for both domestic and foreign human rights causes. In unison with supporting groups, ULAP achieves this goal through community service, musical and dancing performances, demonstrations, fundraising events, speeches, weekly tutoring (including SAT tutorials), and human rights proposals for legislative change. We also teach leadership and human rights decals. Many of our community service projects have dealt with sustainability. We have had decal students help with coastal clean ups. We also worked with an organization called, Drill Baby Still. We did our best to raise awareness about BP Oil Spills. ULAP members helped create posters protesting the Oil Spills.

General information:

[universalloveandpeace@gmail.com](mailto:universalloveandpeace@gmail.com)

**The website URL where information about student groups is available:**

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

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

Student Organic Garden

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

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

Gill Tract Community Farm

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

The Gill Tract Community Farm is a collaborative community project between the UC and the community, focused on issues of food justice and urban farming. It is located in Albany, CA, at the corner of San Pablo Ave and Marin Ave. It is an urban farm where you can

come and harvest food for yourself and your family in exchange for help with weeding, planting, and watering; it aims to supply fresh organic food to anyone who lacks access to it in our East Bay communities.

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

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

The Local

<http://www.facebook.com/groups/local.lovers/>

The Local is a weekly produce stand run by UC Berkeley students every Monday. Each Sunday, students from the ASUC Sustainability Team go to the Temescal Farmer's market, and buy surplus of whatever is in season from local farmers. Monday from 10 am to 2 pm, these students sell the fresh fruit and vegetables on Upper Sproul, right outside of MLK at the same bulk prices they paid the farmers. Not only does this help these family farms, but it also makes it convenient for the campus community to have access to the freshest, healthiest, most local, and most delicious food in the bay area!

General information, contact Mickey Davis:

[mickeyd@berkeley.edu](mailto:mickeyd@berkeley.edu)

Berkeley Student Food Cooperative (BSFC)

<http://berkeleystudentfoodcollective.org/>

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, we will operate a cooperative café and market that promotes community-building and environmental stewardship.

General information, contact Emily Peri:

[education@foodcollective.org](mailto:education@foodcollective.org)

Bay Area Environmentally Aware Consulting Network

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

The Bay-area Environmentally Aware Consulting Network (BEACN) is a non-profit 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.

General information, contact Jocelyn Fong:

[jocefong@berkeley.edu](mailto:jocefong@berkeley.edu)

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 UCB students, faculty and staff to successfully 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/>

We are a student-run organization from the University of California, Berkeley, specialized in designing and screenprinting custom t-shirts and apparel. To help end global poverty, our 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 enterprise(s) is available:**

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**A brief description of the sustainable investment or finance 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 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 or finance initiatives is available:**

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

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

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 that is put on by faculty and staff. While the Summit is open to all, students and staff are the primary audience. This year's summit drew a crowd - highlights of the event included the project poster session highlighting 30 campus sustainability initiatives, Chancellor Dirks' remarks and announcement of this year's sustainability awardees and grant recipients and Saru Jayaraman's talk on "Food Justice."

Sustainability Student Leaders Forum

<http://sustainability.berkeley.edu/engage/just-students>

The Sustainability Forum is intended to be a space for members of the campus community to become more informed about how various campus entities are working towards sustainability and to provide networking opportunities. We have so many organizations on campus implementing creative and meaningful sustainability projects. The Sustainability Forum is student run and open to all students and intended to bring everyone up to speed with what initiatives are already well under way on our campus and what areas still need additional resources. This is also an opportunity for new students interested in sustainability to find internships and organizations to join.

SERC Film Series

Each semester the Student Environmental Resource Center hosts students, faculty, and staff for a short film series on sustainability. This past semester's film series focused on wildlife preservation, local farming, and greenhouse gas emissions with the screenings of "Preserving Paradise," "Cowspiracy," "Plant this Movie!," and "Gasland II." Each series includes screenings of sustainability and environmental education films including discussions with filmmakers and local, organic refreshments.

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 provide events geared towards students with environmental and sustainability career interests. This past semester, the Career Series offered students the opportunity to meet with sustainable, energy efficient companies such as Sungevity and Lucid Design Group as well as 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. Last semester, events on the topic of "Agriculture and Fracking," "Health and Social Impacts on Urban Food Gardens," and "The Paradox of Obesity: Causes, Consequences and Social-economic Dimensions." Each event is set up similar to a panel series with a wide variety of guest speakers. This semester, the organization plans on holding 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 numerous events, many created by students for students. In 2014 -over 30 events were offered throughout Earth Week.

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

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

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

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

Project Greenway Trashion Show

For the past three years, RSP holds an event called the Project Greenway Trashion Show for students to design clothing that is made of 100% recycled or reused materials that are environmentally-friendly and trashionable. Contestants showcase their handmade designs either on their selected models or themselves. The event is located in the dining commons so that students can drop by during Late Night to enjoy some food and amazing entertainment. Last year, the winners won a spread in Caliber Magazine, gift cards, medals, and other prizes that focus on sustainability.

General information, contact Judy Tung:

[judyxtung@gmail.com](mailto:judyxtung@gmail.com)

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

[https://docs.google.com/a/berkeley.edu/forms/d/1oPT7kKkdQXUnU2oKE-KUCKu2OLO7BRfjV\\_vQF-IoUZI/vie wform](https://docs.google.com/a/berkeley.edu/forms/d/1oPT7kKkdQXUnU2oKE-KUCKu2OLO7BRfjV_vQF-IoUZI/vie wform)

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

OATS (On a Trail Somewhere) is a program for newly accepted UC Berkeley students, whether they're someone who spends all their free time outdoors or someone who has never slept under the stars. O.A.T.S. teaches wilderness camping skills and offers the chance to challenge yourself both mentally and physically while meeting some great new friends. For more information about program specifics for the 2014 year, please visit

<http://recsports.berkeley.edu/outdoor-adventures/student-trips/new-student-trips-oats/>

There are also numerous other programs offered by Cal Adventures, which is run by the Recreational Sports Facility staff.

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

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

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

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**The website URL where information about the theme is available:**

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

The Global Environment Theme House (GETH)

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

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. 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://rsp.berkeley.edu>

A diverse group of students living in the residence halls 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.

General information:

[rsp-supervisors@lists.berkeley.edu](mailto:rsp-supervisors@lists.berkeley.edu)

Nature Village

Nature Village is a student internship program to create waste, energy & water, and education & outreach programs at University Village, to promote sustainability and resource conservation amongst the residents. With goals to reduce the Environmental Impact of the [Campus Sustainability Data Collector](#) | [AASHE](#)

University Village, improve the knowledge and lifestyle practices of residents in relation to resource management, including water, energy, natural gas, and solid waste, open a new opportunity of Experiential Environmental Education for children and families, create a stronger sense of community and life experience at University Village through an active participation in environmental programs and activities, Nature Village reached a 5% reduction in the consumption of electricity, natural gas, and water in 2013. They also 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%).

General information:

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

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**A brief description of sustainability-focused student employment opportunities:**

The Green Initiative Fund

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

The Green Initiative Fund (TGIF) is UC Berkeley's Campus Green 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 \$1.8 million in grants to one hundred thirty-one (131) grant projects. These projects have included the funding of two hundred thirty-one (231) student sustainability internships and student interns have worked an estimated 15,000+ hours on TGIF-funded projects.

Office of Sustainability and Energy

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

The UC Berkeley Office of Sustainability and Energy provides leadership to campus 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. We work to achieve climate neutrality and strive for excellence in breadth and depth by implementing bright green initiatives to reduce our ecological footprint, raising awareness and reducing energy use with our Talking Louder and myPower campaigns, and emphasizing transparency and accountability through our plans and reports. The Office of Sustainability and Energy team is comprised of eleven employees, nine of which are students who work part time on various sustainable projects and initiatives.

General information, contact Kira Stoll:

[stoll@berkeley.edu](mailto:stoll@berkeley.edu)

### Campus Recycling and Refuse Services (CRRS)

At Campus Recycling and Refuse Services (CRRS) we coordinate the recycling efforts for mixed paper, beverage containers, green waste, wood, plastic film, inkjet/ toner cartridges, and mixed metal. We also provide general information on waste prevention, reuse of materials, purchasing recycled-content products, and recycling other materials that we do not coordinate. CRRS works with many other entities on campus to operate these programs, such as Custodial Services in the indoor collection of paper recycling bins, and Ground Services to collect green waste and plant debris. The CRRS team is comprised of ten student employees focusing on waste auditing, compost alliances, and zero waste research.

General information:

[recycle@berkeley.edu](mailto:recycle@berkeley.edu)

### ASUC - Environmental Sustainability Office

<http://asuc.org/modern/apply>

The Director of Environmental Sustainability is responsible for the ASUC's sustainability initiatives. Last year, the Office of Sustainability organized protests, won funding for sustainability programs, and worked to ensure the ASUC is using sustainable products. The Office of Environmental Sustainability looks for staff who love to work on large projects, and have a passion for environmental issues.

General information, contact Angela Shen:

[shensplints@berkeley.edu](mailto:shensplints@berkeley.edu)

### Cal Energy Corps

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

The Cal Energy Corps is an undergraduate internship program created to engage 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 -- in essence, 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.

### Building Sustainability @ Cal

<http://buildingsustainability.berkeley.edu/internships>  
Campus Sustainability Data Collector | AASHE



Building Sustainability at Cal began as an intern program. In the Fall of 2007 two interns were hired in Stanley Hall to help the building become more environmentally sustainable. These interns then crafted the BS@C model based on their experiences. Interns were officially incorporated into BS@C in the Fall of 2008. Interns work for an entire academic year, allowing them to not only become well-versed in green building concepts, but also to conduct more intensive building projects. These interns form strong relationships with building managers and other campus staff that help bring about continuity in the program.

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

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

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

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**A brief description of 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
- myPower Energy Conservation Outreach Campaign
- Berkeley Sustainability Community Meetings
- Every Drop Counts Water Conservation Campaign
- UC Berkeley Campus Recycling & Refuse Services Website
- UC Berkeley Campus Recycling & Refuse Services Facebook account
- 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

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<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
- 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 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:

Cal Environmental Team  
 Communicating Sustainability  
 Cooperative Enterprise for Sustainable Futures  
 Creating a Sustainable Landscape: On-Campus Gardening  
 Extreme Energy Extraction in the 21st Century  
 Garden Leadership and Management  
 Impact Investing and Social Enterprises  
 Introduction to Sustainability & Environmentalism at UC Berkeley  
 Organic Gardening and Food Justice  
 Reading, Writing, and Realizing Watershed  
 Strawberry Creek Restoration DeCal  
 Sustainable Energy for a Greener Tomorrow  
 The Zero Waste Movement  
 Thirst: Global Discourses on Water and Human Rights

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

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

# Outreach Materials and Publications

**Responsible Party**

**Kendra Wrightson**  
 Project Associate  
 Office of Sustainability

**Criteria**

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

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

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

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

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

|  | Yes or No |
|--|-----------|
| <b>A central sustainability website that consolidates information about the institution’s sustainability efforts</b> | Yes       |

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

**A brief description of the central sustainability website:**

In the past, UC Berkeley had 5 different websites related to sustainability. As an effort to consolidate all aspects of sustainability on campus and to link viewers to all relevant organizations and initiatives, UC Berkeley implemented a new sustainability website. It is maintained by the Office of Sustainability and Energy.

**The website URL for the central sustainability website:**

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

**A brief description of the sustainability newsletter:**

The Office of Sustainability and Energy has distributed a monthly (or bi-monthly) newsletter since 2008. Around 2,500 faculty, staff, and students are signed up to receive the newsletter.

**The website URL for the sustainability newsletter:**

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

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

The Office of Sustainability and Energy has used a Facebook page to spread sustainable news with the students on campus. The pages averages two posts a week and has over 1000 likes.

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

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

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

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

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

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

---

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

Cal Dining offers significant signage and information on its many sustainable food offerings.

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

<http://caldining.berkeley.edu/community.html>

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

The Strawberry Creek Watershed Stewardship Program implemented small floor signs near the creek in 2013. These signs are used to explain the upper watershed system.

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

<http://tgif.berkeley.edu/index.php/5-tgif/apply/103-scrfp-phase2>

**A brief description of the sustainability walking map or tour:**

Appreciate all of the campus work in action by partaking in a self-guided 1-hour tour of campus sustainability features. The Office of Sustainability and Energy has produced an info-sheet, map, and legend based on original walking tours provided by Chancellor's Advisory Committee on Sustainability (CACS). The tour can be given by student associates within the Office or can be self-guided.

**The website URL of the sustainability walking map or tour:**

<http://sustainability.berkeley.edu/engage/green-campus-walking-tour>

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

UC Berkeley offers a comprehensive package of alternative commute programs to encourage the use of alternative transportation, with the goal of reducing traffic and parking demands, and helping to lessen the impact on the environment. The campus offers an extensive website for transportation.

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

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

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

UC Berkeley offers both biking walking maps for the benefit of the campus community. These maps include safe places to park your bikes, dismount zones, and other bike racks so the campus is informed and motivated to bike to class.

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

<http://pt.berkeley.edu/around/biking/maps>

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

The "Little Green Book" Project was created in 2012 in conjunction with the ASUC, Residential Student Services and Programs, Green Campus, and the Residential Sustainability Program. The project is generously funded by the Chancellor's Green Fund Grant.

The "Little Green Book" is an attempt to streamline the green marketing efforts in the residential units into an unifying theme, a robust brand, and a good story line, it is now in full swing in the Residence Halls and will soon be available to the greater student body.

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

---

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

The Daily Californian covers a wide range of sustainability-related story, covered by their sustainability reporter.

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

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

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

The myPower program enables students, faculty, and staff to make informed decisions about energy use that will reduce energy costs and return funds to teaching and research. myPower outreach materials include a Facebook page, Twitter account, tip booklets, and more.

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

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

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

Yes

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

The Berkeley Institute of the Environment publishes weekly list of upcoming events that it shares with its listserve (its Environmental News Feed). Its website is currently under development.

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

---

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

Yes

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

The Green Initiative Fund (TGIF) maintains a website on the projects funded and includes tips on successful projects. TGIF also maintains a Facebook page and a regular newsletter.

The new Student Environmental Resource center that supports environmental groups also has a blog, website, and social media.

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

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

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

Yes

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

The Berkeley Energy and Resources Collaborative publishes a weekly newsletter that includes original articles and an events calendar.

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

[http://berc.berkeley.edu/join/?utm\\_source=BERC+Master+List&utm\\_campaign=582c3a5b2f-Weekly\\_BERC\\_1\\_Sep\\_26\\_26\\_2011&utm\\_medium=email](http://berc.berkeley.edu/join/?utm_source=BERC+Master+List&utm_campaign=582c3a5b2f-Weekly_BERC_1_Sep_26_26_2011&utm_medium=email)

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Kendra Wrightson**  
Project Associate  
Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

Yes

**The name of the campaign (1st campaign):**

Blackout Battles

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

PowerSave hosts “Blackout Battles,” an energy-saving competition between the Unit 1-4 (and sometimes other) residence halls at UC Berkeley. The competition occurs bi-annually, from October 1 to December 1 and February 1 to April 1 with the message that simple behavior changes in residential living can add up to significant energy savings.

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

Typical savings in a two month period can be found below (fall 2011 example) ranged from a 6% to a 16% reduction in energy use.

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

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

**The name of the campaign (2nd campaign):**

myPower energy surveys and power agents

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

Power Agents are UC Berkeley volunteers committed to engaging the campus community in actions that reduce energy usage in buildings.

The Office of Sustainability and Energy staff and student interns will provide energy surveys in different buildings and labs - offering tips on what improvements can be made to save energy.

PA’s are trained and empowered to support individuals in their buildings to take simple energy savings measures that will contribute to the campus strategy to reduce energy use by 10% in the next two years.

Want to learn more about the program? [Click here.](#)

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

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

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

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

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# Employee Educators Program

## Criteria

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

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

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

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

---

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

# Employee Orientation

## 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).

---

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

# Staff Professional Development

## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

---

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

# Public Engagement

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

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

# Community Partnerships

## Criteria

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

Each partnership conforms to one of the following types:

| Type of Partnership            | Indicators  |
|--------------------------------|---|
| <p><b>A. Supportive</b></p>    | <ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>  |
| <p><b>B. Collaborative</b></p> | <ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul> |



**C.Transformative**

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

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

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

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

---

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

# Inter-Campus Collaboration

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## Responsible Party

**Kendra Wrightson**

Project Associate  
Office of Sustainability

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## Criteria

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

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

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

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

Yes

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

UC Berkeley staff work with our colleagues at the other UC schools through working groups on multiple topics. Staff and students regularly make presentations on our programs at state and national conferences, and Office of Sustainability staff have recently made presentations at higher education workshops in Japan and Australia. We worked with an intern from Oxford University to compile a primer on promoting sustainable behavior that has proved to be a popular resource and a student from Cambridge University that produced a resource on storytelling for sustainability.

Berkeley regularly participates in conferences that support collaboration between higher education institutions including the annual AASHE conference and the California Higher Education Sustainability Conference.

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

A few examples include: AASHE, ACUPCC, Recyclemania, Campus Conservation Nationals, International Alliance of Research Universities (Sustainability Committee).

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

We worked with an intern from Oxford University to compile a primer on promoting sustainable behavior that has proved to be a popular resource. We also regularly host sustainability professionals from other universities on our campus. In April 2012, student representatives from the Office of Sustainability, Re-Use, and Compost Alliance

hosted a Skype session with students from De La Salle University (DLSU) to discuss each university's waste reduction goals, achievements, and efforts. Office of Sustainability staff have presented at higher education sustainability conferences in Japan, Australia, and Mexico.

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

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

# Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

---

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

# Community Service

## Criteria

### *Part 1*

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

### *Part 2*

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

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

---

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

# Community Stakeholder Engagement

## Criteria

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

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

And

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

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

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

---

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

# Participation in Public Policy

## Criteria

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

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

---

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



## Trademark Licensing

### Criteria

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

---

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

# Hospital Network

## Criteria

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

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

---

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

# Operations

## Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

|                          |
|--------------------------|
| <b>Credit</b>            |
| Greenhouse Gas Emissions |
| Outdoor Air Quality      |

# Greenhouse Gas Emissions

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## Responsible Party

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

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

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

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

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

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

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

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

---

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

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

Yes

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

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

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

Yes

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

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.

**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 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. 3rd party verification for inventories for 2013 and 2014 are being undertaken this calendar year.

**Scope 1 and Scope 2 GHG emissions::**

|   | <b>Performance Year</b>                     | <b>Baseline Year</b>                        |
|---|---|---|
| <b>Scope 1 GHG emissions from stationary combustion</b> | 12,471 <i>Metric Tons of CO2 Equivalent</i> | 8,429 <i>Metric Tons of CO2 Equivalent</i>  |
| <b>Scope 1 GHG emissions from other sources</b>         | 1,398 <i>Metric Tons of CO2 Equivalent</i>  | 2,205 <i>Metric Tons of CO2 Equivalent</i>  |
| <b>Scope 2 GHG emissions from purchased electricity</b> | 43,777 <i>Metric Tons of CO2 Equivalent</i> | 40,296 <i>Metric Tons of CO2 Equivalent</i> |
| <b>Scope 2 GHG emissions from other sources</b>         | 50,339 <i>Metric Tons of CO2 Equivalent</i> | 49,033 <i>Metric Tons of CO2 Equivalent</i> |

**Figures needed to determine total carbon offsets::**

|   | <b>Performance Year</b>                | <b>Baseline Year</b>                   |
|---|--|--|
| <b>Institution-catalyzed carbon offsets generated</b>   | 0 <i>Metric Tons of CO2 Equivalent</i> | 0 <i>Metric Tons of CO2 Equivalent</i> |
| <b>Carbon sequestration due to land that the institution manages specifically for sequestration</b> | 0 <i>Metric Tons of CO2 Equivalent</i> | 0 <i>Metric Tons of CO2 Equivalent</i> |
| <b>Carbon storage from on-site composting</b>   | 0 <i>Metric Tons of CO2 Equivalent</i> | 0 <i>Metric Tons of CO2 Equivalent</i> |
| <b>Third-party verified carbon offsets purchased</b>  | 0 <i>Metric Tons of CO2 Equivalent</i> | 0 <i>Metric Tons of CO2 Equivalent</i> |

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

The campus has had discussions regarding local offset options but nothing to date has been implemented.

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

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**A brief description of the composting and carbon storage program:**

---

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

---

**Figures needed to determine “Weighted Campus Users”::**

|   | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of residential students                      | 7,890            | 6,128         |
| Number of residential employees                     | 0                | 0             |
| Number of in-patient hospital beds                  | 0                | 0             |
| Full-time equivalent enrollment                     | 35,498           | 30,638        |
| Full-time equivalent of employees                   | 15,521           | 13,744        |
| Full-time equivalent of distance education students | 0                | 0             |

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

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

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

UC Policy and State of California baseline.

**Gross floor area of building space, performance year:**

16,314,262 *Square Feet*

**Floor area of energy intensive building space, performance year:**

|                                     | <b>Floor Area</b>            |
|-------------------------------------|------------------------------|
| <b>Laboratory space</b>             | 2,150,000 <i>Square Feet</i> |
| <b>Healthcare space</b>             | 0 <i>Square Feet</i>         |
| <b>Other energy intensive space</b> | 0 <i>Square Feet</i>         |

**Scope 3 GHG emissions, performance year::**

|   | <b>Emissions</b>                            |
|---|---|
| <b>Business travel</b>  | 21,394 <i>Metric Tons of CO2 Equivalent</i> |
| <b>Commuting</b>  | 12,359 <i>Metric Tons of CO2 Equivalent</i> |
| <b>Purchased goods and services</b>   | ---   |
| <b>Capital goods</b>  | ---   |
| <b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b> | ---   |
| <b>Waste generated in operations</b>  | 656 <i>Metric Tons of CO2 Equivalent</i>    |
| <b>Other categories (please specify below)</b>                                | 536 <i>Metric Tons of CO2 Equivalent</i>    |

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

Water (electricity to move water; sewage)

**A copy of the most recent GHG emissions inventory:**

---

**The website URL where the GHG emissions inventory is posted:**

[Campus Sustainability Data Collector | AASHE](#)



<http://sustainability.berkeley.edu/calcap/calcap-ghg-inventory>

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

The current emissions reduction mitigation strategy includes projects that fall into two general categories - infrastructure (mostly energy efficiency) and behavior (encourage individuals to save energy and fuel). Mitigation projects have been evaluated for emissions reduction potential as well as financial feasibility with a simple payback of 10 years or less.

More detail can be found:

<http://sustainability.berkeley.edu/calcap/calcap-meeting-target>

# Outdoor Air Quality

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

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

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

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---

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

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

Yes

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

We have policies in place at UC Berkeley such as the "Off-Road Diesel Powered Equipment Idling Standard Operating Procedure" and "Statement of our Commitment to the Environment" policy. In addition, UC Berkeley is regulated by California Air Resources Board regulations for mobile sources (Off Road Diesel Equipment, Fleet Rule for Public and Utilities, etc.). Retirement or upgrade of vehicles required by Off Road Diesel regulation 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 sources on campus?:**

Yes

## **A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

UC Berkeley follows methodologies as required by 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.

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

|  | <b>Weight of Emissions</b> |
|--|----------------------------|
| <b>Nitrogen oxides (NOx)</b>   | <i>5.67 Tons</i>           |
| <b>Sulfur oxides (SOx)</b>   | <i>0 Tons</i>              |
| <b>Carbon monoxide (CO)</b>  | <i>6.51 Tons</i>           |
| <b>Particulate matter (PM)</b>   | <i>0 Tons</i>              |
| <b>Ozone (O3)</b>  | <i>0 Tons</i>              |
| <b>Lead (Pb)</b>   | <i>0 Tons</i>              |
| <b>Hazardous air pollutants (HAPs)</b>   | <i>5.13 Tons</i>           |
| <b>Ozone-depleting compounds (ODCs)</b>  | <i>0 Tons</i>              |
| <b>Other standard categories of air emissions identified in permits and/or regulations</b> | <i>1.00 Tons</i>           |

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

Outreach program for laboratory users was implemented in campus laboratories. Fume hoods stickers required by Bay Area Air Quality Management District were posted in all laboratory fume hoods to reduce toxic air contaminants. Air pollution emissions are regulated by local, state and federal regulations, including the installation of diesel particulate filters, and permitting only new emergency generators to comply with Tier III emission standards etc.

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

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

# Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

|                                     |
|-------------------------------------|
| <b>Credit</b>                       |
| Building Operations and Maintenance |
| Building Design and Construction    |
| Indoor Air Quality                  |

# Building Operations and Maintenance

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

---

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

**Does the institution have any building space certified under the following green building rating systems for existing buildings?:**

|  | Yes or No |
|--|-----------|
| <b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b> | No        |
| <b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>                                    | No        |

|   |    |
|---|----|
| <b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b> | No |
| <b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>                      | No |

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

---

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

16,862,738 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

|  | <b>Certified Floor Area</b> |
|--|-----------------------------|
| <b>Minimum Level (e.g. LEED Certified)</b>           | <i>0 Square Feet</i>        |
| <b>3rd Highest Level (e.g. LEED Silver)</b>          | <i>0 Square Feet</i>        |
| <b>2nd Highest Level (e.g. LEED Gold)</b>            | <i>0 Square Feet</i>        |
| <b>Highest Achievable Level (e.g. LEED Platinum)</b> | <i>0 Square Feet</i>        |

**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::**

|                                 | <b>Certified Floor Area</b> |
|---------------------------------|-----------------------------|
| <b>Minimum Level</b>            | ---                         |
| <b>Mid-Level</b>                | ---                         |
| <b>Highest Achievable Level</b> | ---                         |

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

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

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

---

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

*0 Square Feet*

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

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**The date the guidelines or policies were formally adopted:**

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

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

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

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# Building Design and Construction

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

---

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

**Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:**

|   | Yes or No |
|---|-----------|
| <b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b> | Yes       |
| <b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>                         | No        |



|  |    |
|--|----|
| <b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>         | No |
| <b>The Living Building Challenge</b>                               | No |
| <b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b> | No |

**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 (2009-2014)

- Anna Head West Student Housing/Martinez Commons
- Energy Biosciences Institute Building
- Clark Kerr Campus (CKC) Phase I
- Clark Kerr Campus (CKC) Phase 2
- Morgan Hall Laboratory renovation
- Durant Hall Renovation
- Blum Hall/Naval Architecture
- School of Law Renovations
- Li Ka Shing Biomedical Building
- Pat Brown's Grill Renovation
- School of Law Addition
- California Memorial Stadium Renovation

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

1,059,411 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::**

|  | <b>Certified Floor Area</b> |
|--|-----------------------------|
| <b>Minimum Level (e.g. LEED Certified)</b>           | 0 <i>Square Feet</i>        |
| <b>3rd Highest Level (e.g. LEED Silver)</b>          | 279,891 <i>Square Feet</i>  |
| <b>2nd Highest Level (e.g. LEED Gold)</b>            | 779,520 <i>Square Feet</i>  |
| <b>Highest Achievable Level (e.g. LEED Platinum)</b> | 0 <i>Square Feet</i>        |

**Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major**

**renovations used by an Established Green Building Council::**

|                          | Certified Floor Area |
|--------------------------|----------------------|
| Minimum Level            | ---                  |
| Mid-Level                | ---                  |
| Highest Achievable Level | ---                  |

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::**

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

**Floor area of building space certified Living under the Living Building Challenge:**

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**Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:**

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

---

**A copy of the guidelines or policies :**

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**The date the guidelines or policies were adopted:**

---

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

---

**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, see below. Regular sustainability meetings/charettes with the entire project team and campus staff are held during at least two project design phases.

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

[http://www.facilities.berkeley.edu/GreenBuildings/gb\\_main.html](http://www.facilities.berkeley.edu/GreenBuildings/gb_main.html)

# Indoor Air Quality

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## Responsible Party

**Kira Stoll**  
Sustainability Manager  
Office of Sustainability

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## Criteria

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

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

---

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

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

16,314,262 *Square Feet*

## **Gross floor area of building space:**

16,314,262 *Square Feet*

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

EH&S provides technical assistance in evaluating and mitigating indoor air quality issues on the entire campus.

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

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

## Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

|                              |
|------------------------------|
| <b>Credit</b>                |
| Food and Beverage Purchasing |
| Low Impact Dining            |

# Food and Beverage Purchasing

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

### Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### Part 2

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

---

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

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

57

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

[Sample inventory of sustainable food UC Berkeley 2014.pdf](#)

**An inventory, list or sample of sustainable food and beverage purchases:**

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

Yes

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

27

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

[Sample inventory of sustainable food UC Berkeley 2014 Part 2.xlsx.pdf](#)

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

---

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

Cal Dining operates 4 certified organic salad bars in our operation. We offer organic eggs, milk, and tofu daily along with certified organic breads. Of these items, the milk, tofu and bread area ll within a 50 mile radius. We offer MSC fish including filets, breaded and tuna. Moreover, we work directly with small local manufacturers to ensure that the products they create for us are using local products to ensure credibility. Our chicken is from a farm only 200 miles away and our Turkey is from a farm 150 miles away from campus.

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

All vendors on campus are asked at least annually to report on their sustainable food and beverage purchases, using a spreadsheet that tracks items by category and vendor. Vendors are also asked to report their total spend. Individual vendors track their spend in different ways, mostly relying on information provided by suppliers and that is available on invoices. Many report difficulties in ensuring that all sustainable spend is tracked.

For Part 1 of this question, only Cal Dining's purchases related to the residential dining halls are included. Cal Dining reported some difficulty separating their retail purchases from residential dining, so this percentage should be considered an underestimate.

For Part 2 of this question, data from multiple vendors is compiled and aggregated, with many smaller vendors reporting significantly higher percentages of sustainable food spend. Not all vendors have agreed to share their data.

**Total annual food and beverage expenditures:**

---

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

|  | <b>Present?</b> | <b>Included?</b> |
|--|-----------------|------------------|
| <b>Dining operations and catering services operated by the institution</b> | ---             | ---              |
| <b>Dining operations and catering services operated by a contractor</b>    | ---             | ---              |
| <b>Franchises</b>  | ---             | ---              |
| <b>Convenience stores</b>  | ---             | ---              |
| <b>Vending services</b>  | ---             | ---              |
| <b>Concessions</b>   | ---             | ---              |

**Has the institution achieved the following?:**

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

**A brief description of other sustainable restaurant and food service standards that the institution's dining services**



**operations are certified under:**

---

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

<http://caldining.berkeley.edu/community.html>

# Low Impact Dining

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

### *Part 1*

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

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

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

Or

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

### *Part 2*

Institution:

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

And

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

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

---

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

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

24.10

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

Using a similar format to the tracking for OP-6, Cal Dining compiled their purchases of conventionally-produced animal products by vendor, and compared that total to their total food purchases.

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**

Yes

**Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**

Yes

**Are the vegan options accessible to all members of the campus community?:**

Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):**

Cal Dining provides a multitude of dining options for those with allergies or personal dietary restrictions. Our menus are usually at least 50% vegan, and 75% of the offerings are lacto-ovo vegetarian. At each residence dining common, we offer one station where a complete vegan entrée and side dish can be found at each meal. Generally, a complete vegan protein such as meat analogs, whole grains, beans and legumes and a vegetable are offered. Here is an example of one dining halls vegan options for dinner: 5 Spice Tofu, Soy Scallion Dipping Sauce, Vegetable Chow Mein, Vegetable Pot Stickers, Chinese Citrus Slaw, White and Brown rice, Malibu Burger, French Fries, Vegan Pizza , Banana Brownies and lastly the certified organic salad bar with an assortment of beans, nuts, seeds and vegan dressings.

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

---

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

<http://caldining.berkeley.edu/nutrition.html>

**Annual dining services expenditures on food:**

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**Annual dining services expenditures on conventionally produced animal products:**

---

**Annual dining services expenditures on sustainably produced animal products:**

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# Energy

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

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

|                             |
|-----------------------------|
| <b>Credit</b>               |
| Building Energy Consumption |
| Clean and Renewable Energy  |

# Building Energy Consumption

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

### Part 1

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

### Part 2

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

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

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

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

|  | Performance Year       | Baseline Year          |
|--|------------------------|------------------------|
| <b>Total building energy consumption</b> | 1,931,279 <i>MMBtu</i> | 2,054,195 <i>MMBtu</i> |

## Purchased electricity and steam:

|                                   | Performance Year     | Baseline Year          |
|-----------------------------------|----------------------|------------------------|
| <b>Grid-purchased electricity</b> | 722,617 <i>MMBtu</i> | 753,892 <i>MMBtu</i>   |
| <b>District steam/hot water</b>   | 985,201 <i>MMBtu</i> | 1,074,956 <i>MMBtu</i> |

## Gross floor area of building space::

|  | Performance Year | Baseline Year |
|--|------------------|---------------|
|--|------------------|---------------|

|                         |                                     |                                     |
|-------------------------|-------------------------------------|-------------------------------------|
| <b>Gross floor area</b> | 16,314,262 <i>Gross Square Feet</i> | 15,838,197 <i>Gross Square Feet</i> |
|-------------------------|-------------------------------------|-------------------------------------|

**Floor area of energy intensive space, performance year::**

|                                     | <b>Floor Area</b>            |
|-------------------------------------|------------------------------|
| <b>Laboratory space</b>             | 2,150,000 <i>Square Feet</i> |
| <b>Healthcare space</b>             | 0 <i>Square Feet</i>         |
| <b>Other energy intensive space</b> |                              |

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

|                            | <b>Degree Days</b> |
|----------------------------|--------------------|
| <b>Heating degree days</b> | 2,461              |
| <b>Cooling degree days</b> | 210                |

**Source-site ratios::**

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

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

|                         | <b>Start Date</b> | <b>End Date</b> |
|-------------------------|-------------------|-----------------|
| <b>Performance Year</b> | Jan. 1, 2013      | Dec. 31, 2013   |
| <b>Baseline Year</b>    | Jan. 1, 2008      | Dec. 31, 2008   |

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

The campus began ramping-up energy efficiency efforts in 2008 making it an appropriate baseline year from which to gauge progress.

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

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**A brief description of any light emitting diode (LED) lighting 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 any occupancy and/or vacancy sensors employed by the institution:**

Dual technology occupancy sensors that utilize both infrared and ultrasonic technology to detect motion have been installed in five large gymnasium rooms to control high-bay fluorescent lighting at Hearst Memorial Gymnasium.

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

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

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

The cogeneration plant on the UC Berkeley campus is operated by a third party, so the electricity generated by the plant is not included here.

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

---

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

The University uses a Pulse Energy, a web-based energy information system to provide real-time building energy consumption information for over 80 buildings (about half the number of campus buildings). Building main utility meters are connected to the system.

A separate building automation system that is either based on the Barrington Systems or the Automated Logic Controls to monitor and control various systems (HVAC & lighting) are installed in the buildings as well.

**A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:**

---

**A brief description of any energy-efficient landscape design initiatives employed by the institution:**

---

**A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:**

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

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

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



**Responsible Party**

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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**Criteria**

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

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

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

**Clean and renewable energy from the following sources::**

|   | Performance Year |
|---|------------------|
| <b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>                 | 0 MMBtu          |
| <b>Option 2: Non-electric renewable energy generated on-site</b>  | 0 MMBtu          |
| <b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b> | 0 MMBtu          |
| <b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>                   | 0 MMBtu          |

**Total energy consumption, performance year:**

1,931,279 MMBtu

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

This year the campus will be installing almost 1MW of solar PV.

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

UC Berkeley added a a solar thermal water heating system to a residence hall in 2012.

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

The campus does not have any such facilities.

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

---

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

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

# Grounds

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

|                      |
|----------------------|
| <b>Credit</b>        |
| Landscape Management |
| Biodiversity         |

# Landscape Management

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## Responsible Party

**Kendra Wrightson**

Project Associate  
Office of Sustainability

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## Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

| Management Level | Standards and/or Certifications Required   |
|------------------|--|
| 1) IPM Plan      | IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul> |

|  |  |
|--|--|
| <p>2) Sustainable Landscape Management Program</p> | <p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul> |
| <p>3) Organic, Certified and/or Protected</p>      | <p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>  |

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

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

|  | <b>Area</b> |
|--|-------------|
| <b>Total campus area</b>                                       | 1,232 Acres |
| <b>Footprint of the institution's buildings</b>                | 375 Acres   |
| <b>Area of undeveloped land, excluding any protected areas</b> | 0 Acres     |

**Area of managed grounds that is::**

|  | <b>Area</b> |
|--|-------------|
| <b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>   | 178 Acres   |
| <b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b> | 0 Acres     |
| <b>Managed organically, third party certified and/or protected</b>   | 0 Acres     |

**A copy of the IPM plan:**

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**The IPM plan :**

UCB's Integrated Pest Management plan aims to reduce the use of pesticides on all campus grounds.

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

UCB has converted nearly 68,000 square feet of turf grass area to native or drought tolerant species or to permeable surfaces, reducing the need for irrigation.

A campus sustainability goal includes that every new project be planned to serve as a model of resource conservation and environmental stewardship.

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

The 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 pallate emphasizes Mediterranean or temperate climate zone plants that naturalize easily and accept our wet winters and cool but dry summers.

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

The campus composts its green waste.

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

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

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

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. Faculty use restoration programs as learning and teaching tools.

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

A recently developed tour shows sustainable stormwater management features:

<http://strawberrycreek.berkeley.edu/newsevents/documents/ReinventingStormwater-ATouroftheUCBerk>

[eleyCampus.pdf](#)

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

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



The campus owns and manages numerous reserve land areas.

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

No

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

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

# Biodiversity

## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

---

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

# Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

|                                  |
|----------------------------------|
| <b>Credit</b>                    |
| Electronics Purchasing           |
| Cleaning Products Purchasing     |
| Office Paper Purchasing          |
| Inclusive and Local Purchasing   |
| Life Cycle Cost Analysis         |
| Guidelines for Business Partners |

# Electronics Purchasing

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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

**Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:**

Yes

**A copy of the electronics purchasing policy, directive, or guidelines:**

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**The electronics purchasing policy, directive, or guidelines :**

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

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

With the institution of a new, centralized purchasing software system, the campus has also designated a limited list of computers that are the campus standard -- all of which are EPEAT Gold or Silver. The Joint Administrative Computing Standardization (JACS) Program establishes standard configurations and purchasing agreements for Windows and Apple personal computers that will provide our campuses with professional/business quality personal computers while achieving considerable cost and time savings. These standards also comply with the Sustainable Practices Policy (

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

) that requires all computer purchases achieve a minimum of EPEAT Bronze.

The JACS program is for all staff computing purchases that do not involve the direct performance of academic research. When purchasing new computers, departments are required to select from the menu of Windows and Apple standard configurations.

**Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**

No

**Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::**

|              | Expenditure Per Level |
|--------------|-----------------------|
| EPEAT Bronze | ---                   |
| EPEAT Silver | ---                   |
| EPEAT Gold   | ---                   |

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

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

<http://businessservices.berkeley.edu/computers>

# Cleaning Products Purchasing

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## Responsible Party

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

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

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

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

The campus has switched to new procurement software that highlights green products. The campus is also working on an extended project to better identify and promote environmentally-preferable products to campus buyers. Green cleaning products are included in both of these efforts.

In January 2007, PP-CS Custodial Services first implemented the Green Cleaning Program in campus building. The Program involved training staff on green cleaning procedures as well the use of green cleaning products and equipment, such as ALPFA-HP all-purpose green cleaning product, microfiber mops and HEPA vacuums. PP-CS has seen higher productivity rates from our staff and are pleased that campus buildings are a healthier, cleaner and safer environment for everyone. The campus' Green Cleaning Program also helps satisfy requirements for LEED:EBOM Certification. From May 2009 onwards, Custodial Services use 100% recycled chlorine-free and unbleached toilet paper for all campus restrooms.

**Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:**

Yes

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

702,426 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

1,644,285 US/Canadian \$

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

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

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

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**The sections of the cleaning contract(s) that reference certified green products:**

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

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



# Office Paper Purchasing

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

Yes

**A copy of the paper purchasing policy, directive or guidelines:**

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**The paper purchasing policy, directive or guidelines:**

Procurement Services now substitutes recycled copy paper for virgin paper using the search function in the campus purchasing system.

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

With the institution of a new, centralized purchasing software system, the campus has a better way of flagging all recycling content products, including office paper. The items are both flagged by the system and included in a separate "green favorites" list. UC Berkeley Procurement Services, in partnership with the Office of Sustainability, has begun replacing a select group of higher cost copy paper products with lower cost options available in the BearBuy Office Max and Give Something Back catalogs. The products being replaced were carefully selected out of the range of copy paper products offered in BearBuy, because they contain no recycled content and cost

more than equivalent options which contain at least 30% recycled paper.

**Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:**

Yes

**Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::**

|   | <b>Expenditure Per Level</b>  |
|---|-------------------------------|
| <b>10-29 percent</b>                          | 0 <i>US/Canadian \$</i>       |
| <b>30-49 percent</b>                          | 197,517 <i>US/Canadian \$</i> |
| <b>50-69 percent</b>                          | 4,219 <i>US/Canadian \$</i>   |
| <b>70-89 percent (or FSC Mix label)</b>       | 0 <i>US/Canadian \$</i>       |
| <b>90-100 percent (or FSC Recycled label)</b> | 72,956 <i>US/Canadian \$</i>  |

**Total expenditures on office paper :**

311,207 *US/Canadian \$*

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

<http://procurement.berkeley.edu/buying/buying-goods/office-supplies>

# Inclusive and Local Purchasing

## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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

# Life Cycle Cost Analysis

## Criteria

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

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

# Guidelines for Business Partners

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:**

Some

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:**

Some

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

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

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

The campus also requires prevailing wages for construction projects.

**A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:**

The University of California Sustainable Practices Policy includes a guidance section Environmentally Preferable Purchasing Practices, which apply to all UC campuses. In addition, UC campuses join together in a Strategic Sourcing program, which sets systemwide agreements for many product categories. The elements of the Sustainable Practices Policy are used in the RFP process and in on-going vendor management under this program.

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

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

# Transportation

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

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

|  |
|--|
| <b>Credit</b>                          |
| Campus Fleet                           |
| Student Commute Modal Split            |
| Employee Commute Modal Split           |
| Support for Sustainable Transportation |

## Responsible Party

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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## Criteria

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

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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### Submission Note:

Over 30% of the campus fleet is considered green and including our flex-fuel gasoline/E85 vehicles (not included above). The campus owns several vehicles that are PZEV (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.

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

**Total number of vehicles in the institution's fleet :**



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

|  | Number of Vehicles |
|--|--------------------|
| Gasoline-electric, non-plug-in hybrid  | 34                 |
| Diesel-electric, non-plug-in hybrid  | 0                  |
| Plug-in hybrid   | 1                  |
| 100 percent electric   | 32                 |
| 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                  |

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

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

<http://property.berkeley.edu/fleet-services>

# Student Commute Modal Split

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## Responsible Party

**Kira Stoll**  
Sustainability Manager  
Office of Sustainability

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## 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.

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

## Total percentage of students that use more sustainable commuting options:

94.70

## The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

|  | Percentage (0-100) |
|--|--------------------|
| Commute with only the driver in the vehicle (excluding motorcycles and scooters) | 5.30               |
| Walk, bicycle, or use other non-motorized means                                  | 75.40              |
| Vanpool or carpool   | 1.20               |
| Take a campus shuttle or public transportation                                   | 16.60              |
| Use a motorcycle, scooter or moped   | 0.70               |

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

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

[Campus Sustainability Data Collector | AASHE](#)



# Employee Commute Modal Split

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## Responsible Party

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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## 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.

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

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

55.80

## 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) | 44.20              |
| Walk, bicycle, or use other non-motorized means                                  | 18.20              |
| Vanpool or carpool   | 11.90              |
| Take a campus shuttle or public transportation                                   | 22.80              |
| Use a motorcycle, scooter or moped   | 2                  |
| Telecommute for 50 percent or more of their regular work hours                   | ---                |

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

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

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

# Support for Sustainable Transportation

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## Responsible Party

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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"---" 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 is provided in six covered parking facilities and in more than two buildings on campus. The recreation sports facilities on campus offer shower and locker programs for bicycle commuters. Some campus buildings have shower facilities that are available to cyclists.

**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

No

**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 over 25 years. Bicycle racks are provided at convenient locations throughout the central campus area - over 4,000 spaces are available. It has yet to be determined whether all campus buildings are served within 50ft by bicycle racks. Additionally, bicycle racks are provided at residence halls; it has yet to be determined whether this storage is provided at all halls with 330 ft.

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

The campus has a network of bicycle ways as defined in our campus Bicycle Plan:

<http://pt.berkeley.edu/planningdocs/uc-berkeley-bike-plan-final>

. This Plan also specifies how the campus network integrates with City's extensive bicycling network, which is also part of the regional network.

**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. The Bay Area Bike Share is the region's bike sharing system with 700 bikes and 70 stations across the region, with locations in San Francisco, Redwood City, Mountain View, Palo Alto, and San Jose. Intended to provide Bay Area residents and visitors with an additional transportation option for getting around the region. More bicycles are being added this year.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

Yes

**A brief description of the certification, including date certified and level:**

Berkeley has been awarded Silver by the organization since 2013:

<http://www.bikeleague.org/bfa/profile?url=http://apply.bikeleague.org/bfu-award-p151103-formId->

246-id-29

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

Yes

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

The 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 pre-tax through payroll deduction. 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.

The campus operates an extensive day and night shuttle system. Bear Transit is UC Berkeley's shuttle system, 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 (GRT) program to regular users of alternative modes of transportation?:**

Yes

**A brief description of the GRT 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.



**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

The campus 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 on-going carpooling arrangements. The campus also offers Zimride 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:**

Description: UC Berkeley has a variety of car sharing services on, or just adjacent to campus including City CarShare, 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 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 carshare program for university business.

**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 new Maxwell parking garage has electric vehicle 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.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

UC Policy allows managers and supervisors to offer condensed work week option to employees. Some departments on campus offer condensed schedules 4 - 10's (three day weekend, each week). This condensed schedules can be on a fixed or variable arrangement. This is available to faculty and staff.

**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 does provide some faculty housing that is 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 do provided encouragement for employees to live near campus or conveniently located near transit hubs.

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

Yes

**A brief description of other sustainable transportation initiatives and programs:**

The campus has invested in a large number of student residence hall and apartment units in 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.

The campus manages its parking in an effort to support and make sustainable transportation 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 over 45,000. 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 time-frame of the plan.

Since the 1980's the campus has provided incentives for alternatives to driving alone.

**The website URL where information about the institution's sustainable transportation program(s) is available:**

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

# Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

|   |
|---|
| <b>Credit</b>                               |
| Waste Minimization                          |
| Waste Diversion                             |
| Construction and Demolition Waste Diversion |
| Hazardous Waste Management                  |

# Waste Minimization

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

## Waste generated::

|   | Performance Year | Baseline Year |
|---|------------------|---------------|
| Materials recycled  | 1,844.30 Tons    | 2,374 Tons    |
| Materials composted   | 1,481 Tons       | 783 Tons      |
| Materials reused, donated or re-sold                        | 20 Tons          | 0 Tons        |
| Materials disposed in a solid waste landfill or incinerator | 4,360 Tons       | 6,385 Tons    |

**Figures needed to determine "Weighted Campus Users":**

|   | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of residential students                      | 7,890            | 6,349         |
| Number of residential employees                     | 0                | 0             |
| Number of in-patient hospital beds                  | 0                | 0             |
| Full-time equivalent enrollment                     | 35,498           | 32,128        |
| Full-time equivalent of employees                   | 15,521           | 14,371        |
| Full-time equivalent of distance education students | 0                | 0             |

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

|                  | Start Date   | End Date      |
|------------------|--------------|---------------|
| Performance Year | July 1, 2013 | June 30, 2014 |
| Baseline Year    | July 1, 2000 | June 30, 2001 |

**A brief description of when and why the waste generation baseline was adopted:**

The baseline year is a year that both waste and residential student data is available.

**A brief description of any (non-food) waste audits employed by the institution:**

The campus Waste Audit Team perform waste audits for different buildings on campus. The team conducts multiple day long audits to get a full assessment of a building's waste stream to better address ways the building can improve their waste sorting and decrease the amount of waste produced. The team goes to the building, collects the landfill waste, and then 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 any institutional procurement policies designed to prevent waste:**

---

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

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. In order 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 efforts to make materials available online by default rather than printing them:**

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**A brief description of any limits on paper and ink consumption employed by the institution:**

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**A brief description of any programs employed by the institution 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](http://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 any other (non-food) waste minimization strategies employed by the institution:**

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 participate 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.

**A brief description of any food waste audits employed by the institution:**

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**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

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**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

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**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

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**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

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.

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

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**A brief description of other dining services waste minimization programs and initiatives:**

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**The website URL where information about the institution’s waste minimization initiatives is available:**

<https://www.ocf.berkeley.edu/~recycle/>

# Waste Diversion

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

## Materials diverted from the solid waste landfill or incinerator:

4,407 Tons

## Materials disposed in a solid waste landfill or incinerator :

4,360 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Campus Recycling and Refuse Services include recycling, refuse pickup, porta-potty placement, debris box ordering, some contract management, and liaison with other campus units and government agencies.

Recycling and Refuse Services manages over 35 tons of solid waste that moves through the campus daily. We are committed to expanding recycling programs while providing effective refuse collection on campus. Our staff consists of a Recycling & Refuse Manager, a Recycling Operations Supervisor, Truck Drivers, and Equipment Operators.

We coordinate the recycling efforts for mixed paper, beverage containers, greenwaste and wood, toner cartridges, and mixed metal. We can also provide general information on waste prevention, reuse of materials, purchasing recycled-content products, and recycling other materials that we do not coordinate. CRRS also handles refuse services including garbage collection, debris box ordering, and portable toilets ordering. CRRS works with many other entities on campus to operate these programs, such as Custodial Services in the indoor collection of paper recycling bins, and Ground Services to collect greenwaste and plant debris.

## A brief description of any food donation programs employed by the institution:



The UC Berkeley Food Pantry project is a direct response to the need among the student population for more resources to fight food insecurity—the lack of nutritious food. The Food Pantry is a student-run organization that operates almost entirely on donations from the community. More than 90 percent of our funding and food comes from community donations.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

Our policy is to compost all food waste and donate or reuse leftovers where possible. 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 a scale and touch screen terminal 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 down their preconsumer food waste by 33% so far. Cal Dining also received a “Waste Reduction Excellence in Institutional Food Service” award from StopWaste.

**A brief description of any post-consumer food waste composting program employed by the institution:**

Post-consumer waste is composted in bins located in each of the dining commons and outside of the retail facilities.

**Does the institution include the following materials in its waste diversion efforts?:**

|   | Yes or No |
|---|-----------|
| Paper, plastics, glass, metals, and other recyclable containers | Yes       |
| Food donations  | Yes       |
| Food for animals  | No        |
| Food composting   | Yes       |
| Cooking oil   | Yes       |
| Plant materials composting                                      | Yes       |
| Animal bedding composting                                       | Yes       |
| Batteries   | Yes       |
| Light bulbs   | Yes       |
| Toner/ink-jet cartridges  | Yes       |

|  |     |
|--|-----|
| <b>White goods (i.e. appliances)</b>         | Yes |
| <b>Laboratory equipment</b>                  | Yes |
| <b>Furniture</b>                             | Yes |
| <b>Residence hall move-in/move-out waste</b> | Yes |
| <b>Scrap metal</b>                           | Yes |
| <b>Pallets</b>                               | Yes |
| <b>Motor oil</b>                             | Yes |
| <b>Tires</b>                                 | Yes |

**Other materials that the institution includes in its waste diversion efforts:**

Classroom and office furniture.

The campus also participates in Recyclmania.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## 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.

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

1,062 *Tons*

## Construction and demolition materials landfilled or incinerated :

6.80 *Tons*

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Construction contracts require recycling and diversion and set a goal of 75%.

# Hazardous Waste Management

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## Responsible Party

**Kira Stoll**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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*"---" 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 on campus is to "recharge" Principal Investigators for chemical waste disposal from their laboratories. The Office of Environment, Health & Safety (EH&S) 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 wastes for disposal and utilize an on-line system to request pickups. The Office of Environment, Health & Safety (EH&S) transports chemical waste to a state-of-the-art hazardous waste facility on campus. Technicians and specialists lab pack the items, 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 recycling. All light bulbs (except incandescent) and electronic wastes are also collected for recycling. EH&S summarized these recycling procedures in a fact sheet.

**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, only one significant hazardous material release incident occurred when a switchgear exploded on the UC Berkeley campus, which multiple agencies responded to the incident and resulted in a state of emergency and evacuation of the campus in 2013. The volume of the spill that was released to Strawberry Creek was less than 1 gallon. Approximately 125 gallons of oil were disposed of as hazardous waste from the switchgear unit. The incident was the result of vandalism and clean-up was taken care of immediately.

**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 it's 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 all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

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.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

UC Berkeley sends e-waste to a permitted and certified e-stewards recycler\* that disassembles items on-site into sellable and recyclable commodities (glass, metal, plastic). Cal Overstock and Surplus (Cal Surplus) staff work closely with the Office of Environment, Health & Safety (EH&S) to audit and approve facilities which receive e-waste for recycling.

\*An "e-steward Recycler" is in compliance with the strongest standard governing the globally responsible management of electronic waste:

<http://e-stewards.org>

).

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

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

# Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

|                       |
|-----------------------|
| <b>Credit</b>         |
| Water Use             |
| Rainwater Management  |
| Wastewater Management |

# Water Use

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**Responsible Party**

**Kendra Wrightson**  
Project Associate  
Office of Sustainability

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**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.

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

**Level of water risk for the institution's main campus:**

Extremely High

**Total water use::**

|                        | <b>Performance Year</b> | <b>Baseline Year</b> |
|------------------------|-------------------------|----------------------|
| <b>Total water use</b> | 605,019,052 Gallons     | 655,787,818 Gallons  |

**Potable water use::**

|                          | <b>Performance Year</b> | <b>Baseline Year</b> |
|--------------------------|-------------------------|----------------------|
| <b>Potable water use</b> | 605,019,052 Gallons     | 655,787,818 Gallons  |

**Figures needed to determine "Weighted Campus Users"::**

|  | <b>Performance Year</b> | <b>Baseline Year</b> |
|--|-------------------------|----------------------|
|--|-------------------------|----------------------|



|  |        |        |
|--|--------|--------|
| <b>Number of residential students</b>                      | 6,912  | 5,986  |
| <b>Number of residential employees</b>                     | 0      | 0      |
| <b>Number of in-patient hospital beds</b>                  | 0      | 0      |
| <b>Full-time equivalent enrollment</b>                     | 35,498 | 34,623 |
| <b>Full-time equivalent of employees</b>                   | 15,521 | 14,944 |
| <b>Full-time equivalent of distance education students</b> | 0      | 0      |

**Gross floor area of building space::**

|                         | <b>Performance Year</b>       | <b>Baseline Year</b>          |
|-------------------------|-------------------------------|-------------------------------|
| <b>Gross floor area</b> | 16,314,262 <i>Square Feet</i> | 15,838,197 <i>Square Feet</i> |

**Area of vegetated grounds::**

|                          | <b>Performance Year</b> | <b>Baseline Year</b> |
|--------------------------|-------------------------|----------------------|
| <b>Vegetated grounds</b> | 1,200 <i>Acres</i>      | 1,200 <i>Acres</i>   |

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

|                         | <b>Start Date</b> | <b>End Date</b> |
|-------------------------|-------------------|-----------------|
| <b>Performance Year</b> | Jan. 1, 2013      | Dec. 31, 2013   |
| <b>Baseline Year</b>    | Jan. 1, 2008      | Dec. 31, 2008   |

**A brief description of when and why the water use baseline was adopted:**

The baseline year of 2008 was adopted for water use because it is the year that the campus set its water reduction goal.

**Water recycled/reused on campus, performance year:**

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**Recycled/reused water withdrawn from off-campus sources, performance year:**

---

**A brief description of any water recovery and reuse systems employed by the institution:**

Approximately 24,000 gallons of rainwater are reused each year for irrigation at the Boalt Law School. In addition, the campus is currently using well (ground) water for pressure washing of sidewalks, pathways, egresses, entries, patios, and stairs

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

Meters have been installed and upgraded meters in over 20 campus buildings with the help of PP-CS, connecting these meters to the campus Obvius server so that real-time metering updates can be eventually be viewed online.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

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 in residence halls.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

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**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

The campus lawn conversion program increased the area planted in native or drought tolerant species by almost 17,000 square feet, and is continuing to expand the program as part of the campus drought response.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

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**A brief description of other water conservation and efficiency strategies employed by the institution:**

Strawberry Creek Sustainable Infrastructure Walking Tour

A new walking tour has been created centered on Strawberry

Creek, highlighting various installations around campus that are examples of sustainable water management. The tour illustrates how each improvement affects Strawberry Creek, with highlights including the Grinnell Natural Area, the rain gardens and the stormwater detention ponds.

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

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

## Responsible Party

**Kendra Wrightson**  
Project Associate  
Office of Sustainability

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## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution's Low Impact Development (LID) practices:**

We are now and have been for more than a decade implementing robust storm water pollution prevention plans.

We have a full time Environmental Protect 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.

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

Further, we have 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, training of all staff (PP-CS, RSSP, Athletics, ASUC) on Best Management Practices to prevent non-storm discharges to the creek, and inspection of Campus infrastructure that may pose a threat to water quality (fuel tanks, sewer lines, steam lines, trash collection areas). The little blue oval discs that are next to our Campus storm inlets are one example of outreach we do to educate the Campus community about water quality impacts as are the numerous tours and talks to students (UC Berkeley and K-12).

**A brief description of any rainwater harvesting employed by the institution:**

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**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

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**A brief description of any living or vegetated roofs on campus:**

Li Ka Shing: The auditorium's green roof is planted with vegetation attractive to native butterflies and bees, selected with input from the UC Botanical Garden.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

The campus has decreased impervious area by approximately 14,000 square feet over the last few years.

**A brief description of any downspout disconnection employed by the institution:**

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**A brief description of any rain gardens on campus:**

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**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

Area west of Dwinelle, Albany Village, Clark Kerr Campus, all have areas designed to capture parking lot or roadway runoff.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

All retention ponds mentioned above are vegetated.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

Engineered cisterns to retain storm flow and CDS (swirl) separators.

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

<http://ehs.berkeley.edu/images/ehs/pubs/57keepstrwcrkclean.pdf>

# Wastewater Management

## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

|                             |
|-----------------------------|
| <b>Credit</b>               |
| Sustainability Coordination |
| Sustainability Planning     |
| Governance                  |



# Sustainability Coordination

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## Responsible Party

**Kendra Wrightson**

Project Associate

Office of Sustainability

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## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

### **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

### **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

The UC Berkeley Office of Sustainability and Energy provides leadership to campus 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. We work to achieve climate neutrality and strive for excellence in breadth and depth by implementing bright green initiatives to reduce our ecological footprint, raising awareness and reducing energy use with our Talking Louder and myPower campaigns, and emphasizing transparency and accountability through our plans and reports. For specific metrics on the Office of Sustainability and Energy's accomplishments, please review the 2014 Sustainability Report:

[http://sustainability.berkeley.edu/sites/default/files/sustainability\\_report\\_december\\_2014\\_v4.p](http://sustainability.berkeley.edu/sites/default/files/sustainability_report_december_2014_v4.p)

df

**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 (CACCS), 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 the University of California, 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

Chaired by Andrew Szeri, Professor of Mechanical Engineering and Vice Provost, Strategic Academic and Facilities Planning, the CalCAP Steering Committee provides a forum for stakeholders from across campus to provide input into campus greenhouse gas emissions goals and strategies. The Steering Committee is staffed by the Office of Sustainability and Energy. 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):**

The membership list, including affiliations can be found at:

<http://sustainability.berkeley.edu/sites/default/files/CACS%20Membership%202013-2014.pdf>

[http://sustainability.berkeley.edu/sites/default/files/CalCAPSteering\\_membership\\_0814.pdf](http://sustainability.berkeley.edu/sites/default/files/CalCAPSteering_membership_0814.pdf)

**The website URL where information about the sustainability committee(s) is available:**

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

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The 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.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

3

**The website URL where information about the sustainability office(s) is available:**

<http://sustainability.berkeley.edu/our-story>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Lisa McNeilly

**A brief description of each sustainability officer position:**

As Director of Sustainability and Energy at UC Berkeley, Lisa has focused on sustainability planning and on reducing greenhouse gas emissions, water consumption, and waste generation. She publishes annual sustainability reports and compiles sustainability metrics to emphasize transparency and accountability. She reports to the Vice Chancellor, Real Estate.

**The website URL where information about the sustainability officer(s) is available:**

<http://sustainability.berkeley.edu/our-story/team>

## Responsible Party

**Kendra Wrightson**

Project Associate  
Office of Sustainability

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

|  | <b>Current and Formal Plans (Yes or No)</b> | <b>Measurable Objectives (Yes or No)</b> |
|--|---|--|
| <b>Curriculum</b>                      | Yes   | No                                       |
| <b>Research (or other scholarship)</b> | Yes   | No                                       |
| <b>Campus Engagement</b>               | Yes   | Yes                                      |
| <b>Public Engagement</b>               | Yes   | No                                       |
| <b>Air and Climate</b>                 | Yes   | Yes                                      |
| <b>Buildings</b>                       | Yes   | Yes                                      |
| <b>Dining Services/Food</b>            | Yes   | Yes                                      |
| <b>Energy</b>                          | Yes   | Yes                                      |
| <b>Grounds</b>                         | Yes   | No                                       |
| <b>Purchasing</b>                      | Yes   | Yes                                      |
| <b>Transportation</b>                  | Yes   | Yes                                      |
| <b>Waste</b>                           | Yes   | Yes                                      |
| <b>Water</b>                           | Yes   | Yes                                      |
| <b>Diversity and Affordability</b>     | Yes   | Yes                                      |
| <b>Health, Wellbeing and Work</b>      | Yes   | No                                       |
| <b>Investment</b>                      | Yes   | Yes                                      |

**A brief description of the plan(s) to advance sustainability in Curriculum:**

Since the Strategic Academic Plan was implemented in 2002, sustainability has remained at the forefront of UC Berkeley's academics. As one of ten academic themes of exceptional promise, the Environment – “the impacts of human activity on our planet’s ecosystems, and how to manage and mitigate those impacts” – has shaped both the faculty and the student mindset to focus more rigorously on sustainability. This past year, UC Berkeley witnessed an increase in the percentage of recent graduates (FY13-14) who took at least one sustainability course. That figure is now 29%, up from 26% just the year before. The campus plans to develop more classes and related majors, which will create even higher proportions in the coming years.

For more information on the metrics for UC Berkeley's sustainability related courses:

<http://sustainability.berkeley.edu/sites/default/files/SustainabilityCoursesApril2013.pdf>

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

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**Accountable parties, offices or departments for the Curriculum plan(s):**

The Office of Sustainability and Energy

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

Faculty and researchers at UC Berkeley and the Berkeley Lab are developing renewable and sustainable energy sources, advancing new technologies to help curb energy demand, understanding the implications for climate change and the environment, and formulating appropriate and timely policy responses. The Berkeley Energy and Climate Institute (BECI), directed by Paul Wright, provides a coordinating hub for all of Berkeley's energy and climate efforts to ensure the integration of science, engineering, social science, market, and policy research. Signature programs include the Philomathia Center and the Cal Energy Corps. Many other research centers and institutes around the campus focus on specific challenges, such as biofuel research at the Energy Biosciences Institute, the largest public-private partnership of its kind in the world; energy-efficiency programs at CITRIS and its i4Energy Center; or policy-oriented research at the Energy Institute at the Haas School of Business.

For more information on sustainable research institutes, centers, and programs:

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

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

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**Accountable parties, offices or departments for the Research plan(s):**

Berkeley Energy and Climate Institute

<http://beci.berkeley.edu/about/>

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

The campus community continues to find ways to expand their engagement and build new institutional links across the range of sustainability issues - walking tours were created and updated, a third staff sustainability training was held, and the main campus sustainability website was revamped. This past year, the number of certified green events rose to 154, with over 42,000 attendees. Almost a third were hosted by student groups and three-quarters included composting. The Office of Sustainability and Energy is currently revamping the green event and green department certification program to meet the needs of both students and faculty in a way that will encourage increasing sustainability in events held on campus as well as in departments.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

The Office of Sustainability and Energy's green certification programs track and report metrics, including types of sustainable actions taken and number of people served. Additionally, the office tracks its website, Facebook and newsletter participation.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

The Office of Sustainability and Energy

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

The UC Global Food Initiative involves all 10 UC campuses, UC's Division of Agriculture and Natural Resources, and Lawrence Berkeley National Laboratory, with guidance from a systemwide working group appointed by President Napolitano and the chancellors. Campuses will assume leadership roles for the system in pursuing one or more components of the initiative, drawing on the efforts of faculty, students and staff, as well as engagement with the community. These components will encompass matters related to campus operations, curriculum and research, and outreach and policy. To support these efforts, the Office of the President is creating a student fellowship program, which will fund three undergraduate or graduate students on each campus to work on research projects or internships related to the initiative.

This initiative aims to rally the broad UC community across a wide range of disciplines to work toward putting the world on a path to sustainably and nutritiously feed itself. Goals include: identifying best practices and sharing widely within UC, California, the nation and the world; using the power of UC research and extension to help individuals and communities access safe, affordable and nutritious food while sustaining our natural resources; and deploying UC's research to shape, impact and drive policy discussions around food issues at the local, statewide, national and international levels.

In the first phase, UC Global Food Initiative leadership will develop best practices, and the toolkits to implement them, that, once successfully deployed systemwide at UC, can be offered to schools and communities nationwide. These projects include: expanding experiential learning, including demonstration gardens; leveraging food purchasing power to encourage sustainable farming practices and to serve nutritious fare in dining halls and cafeterias; data mining of existing information to help develop insights and action plans for agriculture and responses to climate change; developing policies to better enable small growers to become suppliers; integrating food issues into more undergraduate and graduate courses; and reforming vending machines practices to enhance the availability of healthy choices.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

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**Accountable parties, offices or departments for the Public Engagement plan(s):**

University of California Global Food Initiative

<http://www.ucop.edu/initiatives/global-food-initiative.html>

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Six years ago the campus set out to reduce its carbon footprint by one-third – to bring Berkeley’s greenhouse gas emissions from campus operations back to the levels they were in 1990. Our emissions inventory reveals that Berkeley has met this target, two years ahead of schedule, but campus has also continued to make progress toward reducing greenhouse gas emissions. Overall, total greenhouse gas emissions remain below 1990 levels, and emissions per research dollar are down over 40% since that same time. With the new UC building energy target and the Energy Management Initiative, UC Berkeley plans to continue decreasing emissions.

The campus is now working towards carbon neutrality by 2025 from scope 1 & 2 emission sources as called for by UC President Napolitano. This goal applies to all the UC campuses.

Berkeley has a robust energy efficiency program and is looking to renewable energy sources going forward to meet this goal.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

President Napolitano recently announced that the University of California System will be carbon neutral from building energy and fleet vehicle use by the year 2025. For Berkeley this means reducing our emissions by about 80% or 118,000 metric tons CO<sub>2</sub>e from current levels. Achieving carbon neutrality in the next 11 years is aspirational – a goal that 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.



**Accountable parties, offices or departments for the Air and Climate plan(s):**

The Office of Sustainability and Energy

**A brief description of the plan(s) to advance sustainability in Buildings:**

In the past year, the campus has added four new LEED certified building projects. Three of these achieved LEED Gold (Anna Head West, the Energy Biosciences Building, and Pat Brown's Grill). A fourth, California Memorial Stadium, achieved LEED Silver. These buildings bring the total square footage of certified buildings to almost 1.6 million square feet, or almost 10% of the campus total. The campus has created new goals for advancing sustainability in buildings through the Sustainability Report and is on track to meet such goals.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

Outlined in the Sustainability Report, 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. This goal will be met through the Energy Policy, which outlines conservation schedules and guidelines for heating, cooling, and ventilation; lighting; equipment, including computers; and construction and renovation projects. The Policy also establishes an aspirational "No Net Increase" energy goal to direct energy performance goals for renovation projects.

For more information on the Sustainability Report:

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

**Accountable parties, offices or departments for the Buildings plan(s):**

The Office of Sustainability and Energy

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

The percentage of sustainable food purchases by campus foodservice vendors has remained steady. Data includes both Cal Dining (both residential dining and their retail operations) and two other vendors and represent the majority of food sales on campus.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

Through the Sustainability Report, the campus has set a measurable objective of increasing sustainable food purchases by campus foodservice providers to at least 20% by 2020. The campus is on track to meet this target.

For more information on the Sustainability Report:

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

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

The Office of Sustainability and Energy

**A brief description of the plan(s) to advance sustainability in Energy:**

Electricity use decreased by 2.6% since 2012, and steam use dropped by 4.7%. Total energy use also dropped by 2.6% last year, while natural gas use increased by 7.4%. With the new UC building energy target and the Energy Management Initiative, UC Berkeley plans to continue decreasing emissions.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

The Energy Management Initiative's second full year of operations demonstrated continued success at reducing campus energy use. Total savings from all parts of the initiative reached \$2.4 million and exceeded the target by 10%, while the project remained under budget. The Energy Incentive Program will return almost \$1 million to campus units in incentive payments, and no Operating Units were assessed overage charges, as all were under their baselines. The Energy Office expanded their offerings and influence, and can document savings that are almost 50% greater than last year. The Energy Use Policy was finalized and became effective in January 2014. Campus outreach continues to address behavior change and to support all of the Initiative elements.

**Accountable parties, offices or departments for the Energy plan(s):**

The Office of Sustainability and Energy

**A brief description of the plan(s) to advance sustainability in Grounds:**

The campus lawn conversion program increased the area planted in native or drought tolerant species by almost 17,000 square feet, and is continuing to expand the program as part of the campus drought response. The campus works to ensure that major projects reflect established campus planning and land use principles.

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

Physical and Environmental Planning (PEP) within Capital Projects/Facilities Services provides comprehensive general, environmental, and project planning services for the Berkeley campus. PEP is also responsible for conducting a regular housing and transportation survey of staff and students, and for ensuring that the campus is in compliance with the state-mandated California Environmental Quality Act (CEQA). PEP's planning efforts, focusing on facilities, infrastructure, transportation, recreation and open space, and environmental management, are guided by the campus' Long Range Development Plan (LRDP) and its updates. The current LRDP, known as the 2020 [Campus Sustainability Data Collector](#) | [AASHE](#)

LRDP, was approved by The Regents in January 2005.

**Accountable parties, offices or departments for the Grounds plan(s):**

Physical and Environmental Planning

**A brief description of the plan(s) to advance sustainability in Purchasing:**

One success can be highlighted – an increase in the percentage of recycled content copy paper purchases to 76%, largely due to the efforts of campus staff and the use of the new software to reroute orders to the less expensive, recycled paper.

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

As laid out in the Sustainability Report, UC Berkeley staff and faculty must comply with the University of California environmentally-preferable purchasing policies and procedures. Strategic Sourcing is a University of California (UC) procurement strategy designed to leverage the purchasing power of our collective spend, system-wide or campus-wide, for common purchases and to redirect the resulting savings to the University’s mission. Through solicitations and negotiations, the goals are to achieve lower costs of purchasing goods and services, to improve product quality, and to obtain better service levels from suppliers. In compliance with the UC “Sustainable Practices Policy”, Strategic Sourcing supports efforts around sustainable purchasing by ensuring bids and contracts require suppliers to demonstrate their dedication to sustainable practices, both in their product offerings and business operations. Where applicable, Strategic Sourcing leverages the University’s purchasing power to target environmentally preferable products and services for volume-discounted pricing to make them cost competitive with conventional products and services. This approach helps to encourage preferential purchases of such products including Energy Star equipment, recycled content products, and other third-party certified green items, along with providing some guidance to suppliers on minimizing packaging waste and developing take-back programs.

For more information on the Sustainability Report:

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

**Accountable parties, offices or departments for the Purchasing plan(s):**

The Office of Sustainability and Energy

**A brief description of the plan(s) to advance sustainability in Transportation:**

Total campus fuel use – from fleet and commute – increased slightly, but still remains over 50% below 1990 levels. Every three years, the campus surveys faculty, staff, and students on a range of transportation and commute questions. This survey will be completed again in early 2015, and will provide an update on commuter modal choices.

Fleet has exceeded its green fleet goal in 2014 and is planning to set a new target. Over 80% of Berkeley’s commuters use an alternative form of transportation, while the campus continues to build housing for students near campus to improve the commute even more.

### **The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

As highlighted in the Sustainability Report, the current goal to reduce fuel use by commuters and campus fleet to 25% below 1990 levels by 2014 has been exceeded.

For more information on the Sustainability Report:

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

### **Accountable parties, offices or departments for the Transportation plan(s):**

The Office of Sustainability and Energy

### **A brief description of the plan(s) to advance sustainability in Waste:**

The campus has once again reduced the total amount of municipal solid waste generated and is now down 32% since 1995. Waste per capita has also decreased by over one-third but in a shorter timeframe (since 2001). Diversion rates excluding construction waste, however, have remained stagnant and below the campus goals. The campus continues to make progress toward the waste goal highlighted in the Sustainability Report.

### **The measurable objectives, strategies and timeframes included in the Waste plan(s):**

As stated in the Sustainability Report, the campus goal for waste is to achieve a 75% diversion rate by June 2012 and zero waste by 2020. The campus is currently on track to reach this goal.

For more information on the Sustainability Report:

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

### **Accountable parties, offices or departments for the Waste plan(s):**

The Office of Sustainability and Energy

### **A brief description of the plan(s) to advance sustainability in Water:**

The campus set a goal in 2011 to reduce potable water use to 10% below 2008 levels by 2020 and is on track to meet this ahead of schedule. The campus has responded to the current drought by making further reductions – irrigation has been reduced by 50%, and a number of areas have been designated for renovation to low(er) water use. The campus is prioritizing leak repairs and instituted an Every Campus Sustainability Data Collector | AASHE

Drop Counts education campaign. As a result of these efforts and more, main campus water use dropped 6-8% in the early part of 2014 (relative to 2013). UC Berkeley currently uses just over 605 million gallons a year of potable water, almost all purchased from the East Bay Municipal Water District, down by 1.8% in 2013. Use is 7.7% lower than 2008 levels, and, more impressively, the campus uses 18% less water than in 1990, even given significant growth in population and buildings. In addition, use per weighted campus user is down 22% from the 2003-2005 growth adjusted baseline set as part of the UC system-wide reduction goal.

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

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:

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

**Accountable parties, offices or departments for the Water plan(s):**

The Office of Sustainability and Energy

**A brief description of the plan(s) to advance Diversity and Affordability:**

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. The campus has made important progress over the past 10 years in the areas of increasing undergraduate, graduate, and faculty diversity, narrowing achievement gaps, and institutionalizing work to improve equity, inclusion, and diversity. At the same time, the University is mindful that there is still more work to do, and is continuing to expand its efforts, particularly on pressing concerns related to undergraduate access, undergraduate graduation, faculty diversity, and campus climate.

The campus maintains a diversity website which compiles information on the work of the Vice Chancellor for Equity and Inclusion, the Campus Climate Survey, the Berkeley Principles of Community, and other related efforts, including academic initiatives and related resources.

For more information on the diversity website:

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

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

The campus maintains a diversity website which compiles information on the work of the Vice Chancellor for Equity and Inclusion, the Campus Climate Survey, the Berkeley Principles of Community, and other related efforts, including academic initiatives and related resources. UC Berkeley also maintains diversity and affordability through a Diversity Snapshot Report, which outlines the strengths and [Campus Sustainability Data Collector](#) | [AASHE](#)

weaknesses of the campus while setting targets for the future. Current goals can be found at:

<http://diversity.berkeley.edu/2013%E2%80%932014-priorities>

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For more information on the Diversity Snapshot:

<http://diversity.berkeley.edu/sites/default/files/Diversity-Snapshot-web-FINAL.pdf>

For more information on the Diversity website:

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

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Vice Chancellor for Equity and Inclusion

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Health\*Matters is a collaborative partnership between University Health Services and Environment, Health & Safety, Human Resources, Recreational Sports and the Physical Education Program that 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 and preventing injury and illness and build a healthy workplace culture that supports healthy lifestyles by making the healthy choice the easy choice. The current Health\*Matters program can be found at:

<http://uhs.berkeley.edu/facstaff/programs/wellness.shtml>

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**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

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**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

University Health Services and Environment, Health & Safety, Human Resources, Recreational Sports and the Physical Education Program

**A brief description of the plan(s) to advance sustainability in Investment:**

The University of California announced a series of measures to make UC a national leader in sustainability, efforts that range from proposals to actively use its multi-billion dollar portfolio to invest in climate solutions to a major agreement to boost solar energy use.

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

The measurable objectives for the climate change investment approach are to: allocate \$1 billion over five years for direct investments in solutions to climate change; adhere to the United Nations-supported Principles for Responsible Investment (PRI), the largest university and the first public American university to do so; establish and implement a framework for sustainable investment with the goal of completion by the end of the current fiscal year.

Integrate environmental, social and governance (ESG) factors as a core component of portfolio optimization and risk management; evaluate all strategies for achieving ESG goals as soon as practical, including whether to use divestment.

For more information:

<http://www.universityofcalifornia.edu/press-room/uc-combat-climate-change>

**Accountable parties, offices or departments for the Investment plan(s):**

UC Board of Regents' Committee on Investments

**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

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."

**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

The campus has both a Sustainability Plan and a Climate Action Plan. Each year, the campus reports on its progress.

**The website URL where information about the institution's sustainability planning is available:**

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



# Governance

## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

# Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

|                                      |
|--------------------------------------|
| <b>Credit</b>                        |
| Diversity and Equity Coordination    |
| Assessing Diversity and Equity       |
| Support for Underrepresented Groups  |
| Support for Future Faculty Diversity |
| Affordability and Access             |

# Diversity and Equity Coordination

## Criteria

### *Part 1*

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### *Part 2*

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

# Assessing Diversity and Equity

## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

# Support for Underrepresented Groups

## Criteria

### *Part 1*

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

## Support for Future Faculty Diversity

### Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

# Affordability and Access

## Criteria

### *Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### *Part 2*

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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



## Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

|                                 |
|---------------------------------|
| <b>Credit</b>                   |
| Employee Compensation           |
| Assessing Employee Satisfaction |
| Wellness Program                |
| Workplace Health and Safety     |

# Employee Compensation

## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

# Assessing Employee Satisfaction

## 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.

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

# Wellness Program

## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

# Workplace Health and Safety

## Criteria

### *Part 1*

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### *Part 2*

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

|                                      |
|--------------------------------------|
| <b>Credit</b>                        |
| Committee on Investor Responsibility |
| Sustainable Investment               |
| Investment Disclosure                |

# Committee on Investor Responsibility

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

## **Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

Yes

## **The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. The UC Regents Committee on Investments will serve in the role of overseeing the implementation of these sustainable investment policies and programs.

## **Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

The Committee has multi-stakeholder representation including faculty, staff, student, and alumni members.

Yolanda Gorman – Alumni Designate

Abraham Oved – Student Designate

Dan Hare – Faculty Representative

Deidre Acker – Staff Advisor

Donna Coyne – Staff Advisor  
William de la Pena MD – Regent  
George Keiffer – Regent  
Monica Lozano - Regent  
Hadi Makarechian - Regent  
Norman Patiz - Regent  
Sadia Saifuddin - Regent  
Richard Sherman - Regent  
Paul Wachter - Regent  
Charlene Zettel – Regent

**Examples of CIR actions during the previous three years:**

Among the findings of the president’s Task Force on Sustainable Investing are Actions identified to implement UC's Sustainable Investment program include:

- Allocate \$1 billion over five years for direct investment in climate change solutions
- Adhere to the United nations-supported Principles for Responsible Investment (PRI), the largest University and the first public American University to do so.
- Established a framework for sustainable investment to integrate environmental, social, and governance (ESG) factors as a core component of portfolio management.

**The website URL where information about the CIR is available:**

<http://universityofcalifornia.edu/press-room/uc-progress-sustainable-investments-strategy>



## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## 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

**Total value of the investment pool:**

8,300,000,000 US/Canadian \$

**Value of holdings in each of the following categories::**

|  | Value of Holdings         |
|--|---------------------------|
| <b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>  | 50,000,000 US/Canadian \$ |
| <b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b> | 0 US/Canadian \$          |
| <b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>   | 0 US/Canadian \$          |
| <b>Community development financial institutions (CDFIs) or the equivalent</b>  | 0 US/Canadian \$          |
| <b>Socially responsible mutual funds with positive screens (or the equivalent)</b>   | 0 US/Canadian \$          |
| <b>Green revolving loan funds that are funded from the endowment</b>   | 0 US/Canadian \$          |

**A brief description of the companies, funds, and/or institutions referenced above:**

Investments in sustainable forestry funds and clean energy investments via funds.

**Does the institution have a publicly available sustainable investment policy?:**

Yes

**A copy of the sustainable investment policy:**

[Campus Sustainability Data Collector | AASHE](#)

**The sustainable investment policy:**

In 2014 the University of California adopted a proactive sustainable investment strategy that will integrate environmental, social and governance (ESG) factors as a core component of portfolio management. Including the measures listed below. - Establish and Implement a framework on sustainable investment

- Integrate Environmental, Social, and Governance (ESG) factors as a core component of portfolio optimization and risk management and will evaluate all strategies for achieving ESG goals as soon as practical, including whether to use divestment.
- Allocate \$1 billion over a 5-year period to solutions-oriented investments such as renewable power and fuels, energy efficiency, and /or sustainable food and agriculture.

This strategy builds on pre-2014 investment policy that addresses negative screens for ESG factors.

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

Yes

**A brief description of how the policy is applied, including recent examples:**

It guides the UC Office of Chief Investment Officer in making investments decisions based on these adopted ESG factors including the decision to allocate \$1 billion in positive climate-protection investments over the next five years.

**Does the institution's sustainable investment policy include negative screens?:**

Yes

**A brief description of the negative screens and how they have been implemented:**

Yes, The UC Regents have two social responsibility policies that impact investment decisions for any investment held in our investment pools.

Regent Policy 6301: POLICY TO EXCLUDE SECURITIES OF COMPANIES MANUFACTURING TOBACCO PRODUCTS FROM INDEX FUNDS AND TO CONTINUE EXISTING EXCLUSION FROM ACTIVELY MANAGED FUNDS

<http://regents.universityofcalifornia.edu/policies/6301.html>

Regents Policy 6302: POLICY ON DIVESTMENT OF UNIVERSITY HOLDINGS IN COMPANIES WITH BUSINESS OPERATIONS IN SUDAN

<http://regents.universityofcalifornia.edu/policies/6302.html>

**Approximate percentage of the endowment that the negative screens apply to:**

**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:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

Yes, the University has engaged in proxy voting that promotes sustainability during past three years through the use of policy guidelines. The UC Regents Proxy Voting policy guidelines are made public:

[http://www.ucop.edu/treasurer/\\_files/invpol/App\\_4-8\\_UCRP-GEP\\_IPS.pdf](http://www.ucop.edu/treasurer/_files/invpol/App_4-8_UCRP-GEP_IPS.pdf)

The University's proxies are managed and voted by a third party service provider using their SRI proxy voting guidelines:

[http://www.issgovernance.com/file/2014\\_Policies/2014ISSSRIUSAGuidelines.pdf](http://www.issgovernance.com/file/2014_Policies/2014ISSSRIUSAGuidelines.pdf)

&

[http://www.issgovernance.com/file/2014\\_Policies/2014SRIInternational.pdf](http://www.issgovernance.com/file/2014_Policies/2014SRIInternational.pdf)

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

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**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

Yes

**A brief description of the investor networks and/or collaborations:**

UC is an active member of:

- Principles for Responsible Investment
- Ceres Investor Network on Climate Risk
- CDP (formerly Carbon Disclosure Project)

Sustainability web content is under construction.

**The website URL where information about the institution's sustainable investment efforts is available:**

<http://universityofcalifornia.edu/press-room/uc-progress-sustainable-investments-strategy>

# Investment Disclosure

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## Responsible Party

**Lisa McNeilly**  
Director  
Sustainability

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## 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.

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

### **Does the institution make a snapshot of its investment holdings available to the public?:**

Yes

### **The percentage of the total investment pool included in the snapshot of investment holdings:**

100

### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

[http://www.ucop.edu/investment-office/\\_files/invpol/GEP\\_Holdings.pdf](http://www.ucop.edu/investment-office/_files/invpol/GEP_Holdings.pdf)

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

| Credit       |
|--------------|
| Innovation 1 |
| Innovation 2 |
| Innovation 3 |
| Innovation 4 |

## Responsible Party

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Berkeley Sustainability Community of Practice

**A brief description of the innovative policy, practice, program, or outcome :**

Expanding the culture of sustainability at University of California, Berkeley requires improving access to information, educating a broad range of campus members, and empowering people to take positive action. Following a series of staff sustainability trainings at UC Berkeley the question arose – how do we keep these staff engaged in taking more action to green the operations of the campus and how do we foster continual learning?

Looking to a growing model for institutional learning and training, the Office of Sustainability and Energy launched the Berkeley Sustainability Community of Practice. “Communities of Practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, McDermontt, Snyder). Through these social based networks the groups create their own continuous learning experiences. The Office is helping to grow this practice by providing structure, consistency, and facilitation by

- Helping the community devise the goals and competencies of the practice.
- Supporting peer to peer learning and emerging leaders in the group.
- As strategic and important organizational issues emerge, connecting the community to campus leadership.
- Recognizing and cultivating the learner’s identification with and motivation to be sustainability practitioners – at home and at work.
- Designing tools for continual feedback from members and metrics, qualitative and quantitative, to gauge the effectiveness of the community in meeting its goals.

The community is now meeting monthly and has 25 to 30 regular participants. The community has identified priority topic areas - currently they are energy/climate, stakeholder engagement, and waste reduction.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[Letter of Affirmation Fenley 2014.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

|            | Yes or No |
|------------|-----------|
| Curriculum | No        |
| Research   | No        |

|  |     |
|--|-----|
| <b>Campus Engagement</b>                       | Yes |
| <b>Public Engagement</b>                       | Yes |
| <b>Air &amp; Climate</b>                       | Yes |
| <b>Buildings</b>                               | No  |
| <b>Dining Services</b>                         | No  |
| <b>Energy</b>                                  | Yes |
| <b>Grounds</b>                                 | No  |
| <b>Purchasing</b>                              | No  |
| <b>Transportation</b>                          | No  |
| <b>Waste</b>                                   | Yes |
| <b>Water</b>                                   | No  |
| <b>Coordination, Planning &amp; Governance</b> | No  |
| <b>Diversity &amp; Affordability</b>           | No  |
| <b>Health, Wellbeing &amp; Work</b>            | No  |
| <b>Investment</b>                              | No  |

**Other topic(s) that the innovation relates to that are not listed above:**

staff and student sustainability training

**The website URL where information about the innovation is available :**

<http://sustainability.berkeley.edu/engage/get-active/community-practice>

### Responsible Party

**Kendra Wrightson**

Project Associate

Office of Sustainability

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### Criteria

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3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

The Plastic Disclosure Project

**A brief description of the innovative policy, practice, program, or outcome:**

UC Berkeley is the First University to Commit to the Plastic Disclosure Project: By pledging to calculate and report our ‘plastic footprint,’ the campus joined with the Plastic Disclosure Project to help reduce plastic waste. Student interns have audited and tracked plastic waste from multiple sources on campus, which is currently estimated to comprise around 25% of the waste stream. The audits have been available to help the campus make strides in improvement and an new extensive report will take this effort further.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[Letter of Affirmation Stoll 2014.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

|                   | Yes or No |
|-------------------|-----------|
| Curriculum        | No        |
| Research          | Yes       |
| Campus Engagement | Yes       |
| Public Engagement | Yes       |
| Air & Climate     | No        |
| Buildings         | No        |
| Dining Services   | No        |

|  |     |
|--|-----|
| <b>Energy</b>                                  | No  |
| <b>Grounds</b>                                 | No  |
| <b>Purchasing</b>                              | Yes |
| <b>Transportation</b>                          | No  |
| <b>Waste</b>                                   | Yes |
| <b>Water</b>                                   | No  |
| <b>Coordination, Planning &amp; Governance</b> | No  |
| <b>Diversity &amp; Affordability</b>           | No  |
| <b>Health, Wellbeing &amp; Work</b>            | No  |
| <b>Investment</b>                              | No  |

**Other topic(s) that the innovation relates to that are not listed above:**

student service learning

**The website URL where information about the innovation is available:**

<http://tgif.berkeley.edu/index.php/funded-projects/project-internships/95-zwrc>

### Responsible Party

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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### Criteria

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Green Renovations Checklist

**A brief description of the innovative policy, practice, program, or outcome:**

The UC Policy on Sustainable Practices requires LEED certification for all new buildings and major renovations greater than \$5M in cost. However, the policy offers limited direction for smaller projects, does not require formal certification, and does not apply to renovation projects, even though a substantial amount of change in the built environment occurs at this level.

The Building Sustainability @ Cal Intern Team has developed a checklist for these smaller projects and offers green building certification services for campus building projects.

To date three projects have been certified through this program.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[2014 Letter of Affirmation Chess.docx](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

|                   | Yes or No |
|-------------------|-----------|
| Curriculum        | No        |
| Research          | No        |
| Campus Engagement | Yes       |
| Public Engagement | Yes       |
| Air & Climate     | No        |
| Buildings         | Yes       |
| Dining Services   | No        |

|  |     |
|--|-----|
| <b>Energy</b>                                  | Yes |
| <b>Grounds</b>                                 | Yes |
| <b>Purchasing</b>                              | No  |
| <b>Transportation</b>                          | No  |
| <b>Waste</b>                                   | No  |
| <b>Water</b>                                   | No  |
| <b>Coordination, Planning &amp; Governance</b> | No  |
| <b>Diversity &amp; Affordability</b>           | No  |
| <b>Health, Wellbeing &amp; Work</b>            | No  |
| <b>Investment</b>                              | No  |

**Other topic(s) that the innovation relates to that are not listed above:**

student service learning

**The website URL where information about the innovation is available:**

<http://tgif.berkeley.edu/index.php/funded-projects/projectthemes/5-tgif/apply/101-learning-and-leeding>



### Responsible Party

**Kira Stoll**

Sustainability Manager  
Office of Sustainability

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### Criteria

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Campus Sustainability Report with GRI 4 Measures

**A brief description of the innovative policy, practice, program, or outcome:**

The Office of Sustainability partnered with a student team from Net Impact Berkeley, who provided recommendations and content aimed at improving campus sustainability reporting and achieving compliance with the reporting guidelines published by the Global Reporting Initiative.

Why the Global Reporting Initiative (GRI) standard?

Rather than solely reporting on environmental data, UC Berkeley feels that its stakeholders deserve transparent accounts of our economic, social, and environmental performance indicators. Through the integrative reporting of the GRI standards, we are able to hold ourselves more accountable and publicize our commitment to reducing and improving our impacts. By driving transparent accounting of our operations, GRI – and specifically the G4 standard – is the medium chosen by UC Berkeley for reporting on sustainability.

What is Net Impact?

Net Impact is an international nonprofit organization with the mission to inspire, educate and equip individuals in using business to tackle the world's toughest social and environmental problems. The Net Impact Berkeley (NIB) undergraduate chapter works with organizations ranging from nonprofits, social enterprises, for-profits, student organizations and charitable organizations in order to drive positive change within the workplace and various industries. In choosing to collaborate with the Office of Sustainability, they recognized the unique opportunity they had to help set precedents to guide other universities or institutions in their efforts to become more sustainable.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[Letter of Affirmation McNeilly 2014.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

|  | <b>Yes or No</b> |
|--|------------------|
| <b>Curriculum</b>                              | No               |
| <b>Research</b>                                | Yes              |
| <b>Campus Engagement</b>                       | Yes              |
| <b>Public Engagement</b>                       | Yes              |
| <b>Air &amp; Climate</b>                       | No               |
| <b>Buildings</b>                               | No               |
| <b>Dining Services</b>                         | No               |
| <b>Energy</b>                                  | No               |
| <b>Grounds</b>                                 | No               |
| <b>Purchasing</b>                              | No               |
| <b>Transportation</b>                          | No               |
| <b>Waste</b>                                   | No               |
| <b>Water</b>                                   | No               |
| <b>Coordination, Planning &amp; Governance</b> | Yes              |
| <b>Diversity &amp; Affordability</b>           | Yes              |
| <b>Health, Wellbeing &amp; Work</b>            | No               |

**Investment**

No

**Other topic(s) that the innovation relates to that are not listed above:**

Transparent reporting; student service learning

**The website URL where information about the innovation is available:**

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