

UC Santa Cruz, 2017-2018



The Student Environmental Center's
Blueprint for a
Sustainable Campus

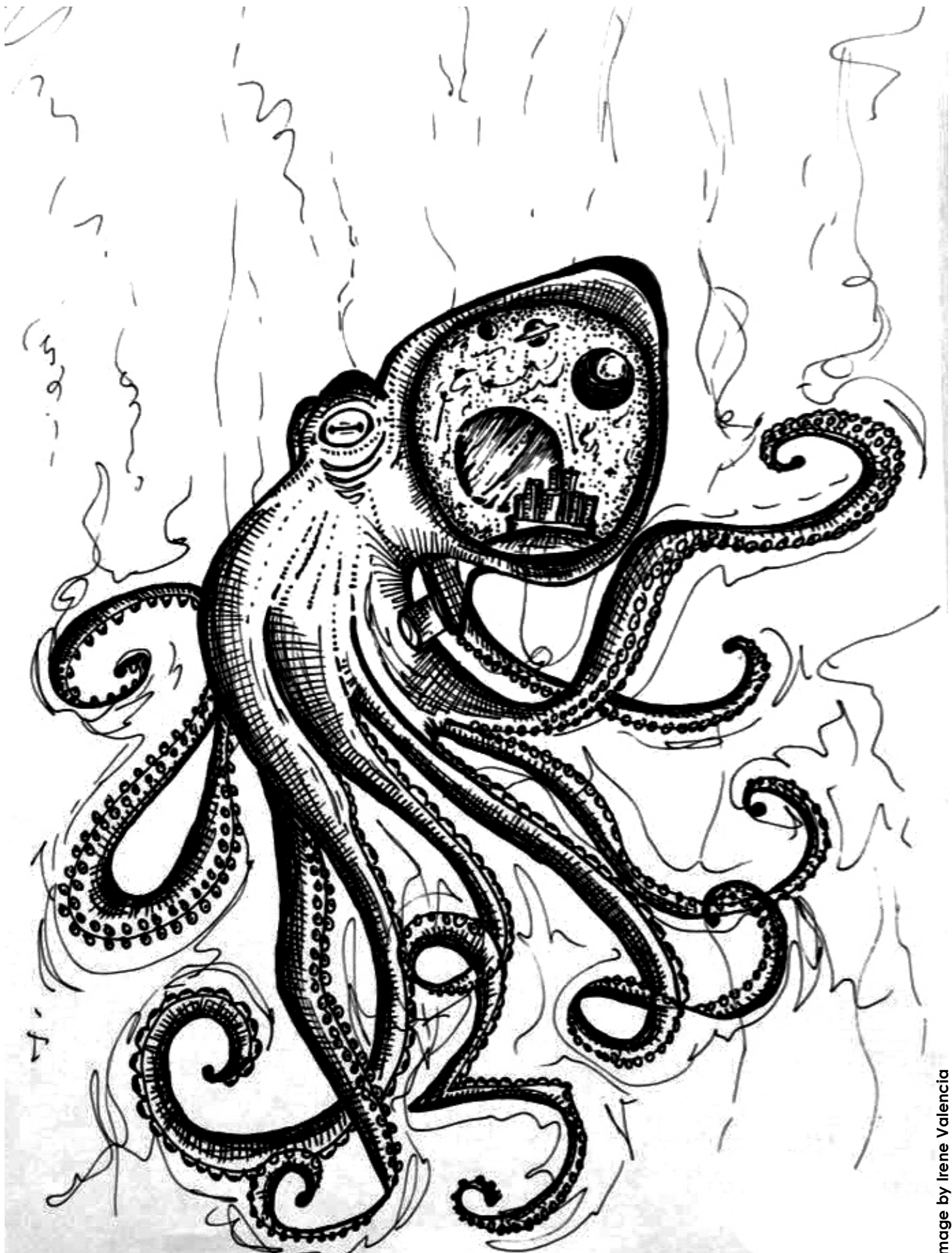


Image by Irene Valencia

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SUSTAINABLE CAMPUS**

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What is the *Blueprint for a Sustainable Campus*?

Year after year, students evaluate the state of UC Santa Cruz. It's one step in the process to create positive change on campus and beyond. We know that many students, staff and faculty value sustainability and work towards its realization. But other forces, like funding, sometimes drive the University in an opposite direction. The Blueprint provides student perspectives on sustainability at UC Santa Cruz, along with students' visions—the attainable, the idealistic, and the urgent—for what UC Santa Cruz should be, especially in a dynamic and changing world.

The Student Environmental Center (SEC) has issued a new version of the Blueprint every year since 2002. SEC hosts events called Blueprint Breakouts each Winter where SEC members and other students, staff and faculty discuss topics in sustainability and work to identify visions and actions (V&As) for how our campus could be more sustainable. These V&As are added to the Blueprint. This Blueprint is also a resource guide.

We break campus sustainability into ten sub-topics:

Academics
Energy
Food Systems
Green Building
Green Purchasing
Land, Habitat, and Watershed
Social and Environmental Justice
Transportation
Waste Prevention
Water Conservation

We give history and background information in each topic, as well as references for further research. We want this document to be used as a resource guide for students interested in a specific topic. We mean for individuals to read this Blueprint, but we also mean to reach organized groups, especially student organizations. We believe student organizations can best drive systematic change.

SEC designs its campaigns around the Blueprint. The Education for Sustainable Living Program (ESLP) designs its spring class around the themes of the Blueprint, and the Campus Sustainability Council (CSC), distributes funds to student organizations based on how their missions align with Blueprint V&As.

Why is the Blueprint Important?

University staff and administrators create an array of sustainability documents and reports—complete with facts, metrics and graphics. They're useful and necessary. But this Blueprint provides something critical that no other document has: an honest student perspective.

This year the Campus Sustainability Plan (CSP) for 2017-2022 is being created by the Sustainability Office. The CSP, similar to the Blueprint, envisions a more sustainable campus. The CSP is created by staff and faculty, and more recently a few students. The audience of this document is the Chancellor and other departments at this University; on it you could find goals, strategies and one-year plans informed by research.

On the other hand, the Blueprint is a vision created by students of what the University should do to be sustainable. We have first-hand experience in being a college student today, which is something different than being a student fifty or even five years ago. As

students, we see and understand the issues affecting our campus. Ideas in the Blueprint are developed and vetted by students through research and focused discussions. This process validates our perspective and empowers organizers to prioritize and address the issues they see as important.

The Blueprint is an opportunity to engage with the campus and work towards a sustainable University. It can be critical and constructive in ways that staff and administrators can't. Students are experiencing the consequences of the UC system's investments: seeing an increase in tuition in the next academic year, having trouble accessing food, struggling to find affordable housing, and rushing to get to class on time. For us, these issues are both a social and environmental justice problem. The University's role in educating the next generation and the influence of their investment has great power over the sustainability movement. Using this strength in our autonomy, we can continue to create positive change on our campus and beyond.

Student Agency Model

Without the Student Agency Model (SAM) approach, the Blueprint for a Sustainable Campus would not exist. The Blueprint exists because students cared about their impact and deemed it necessary to take action and create a plan for a sustainable campus. SAM uses a unique approach to learning and student development. Students can take control and advocate for their passions. Instead of being supervised by staff, students are able to work together to run their own organizations and produce their own programming.

This past January, the *Agency: Building the Student Movement* event discussed what the educational system's role under Trump's presidency would look like. SAM is now being recognized as a viable experiential educational approach. A toolkit was created with guiding principles and case studies. It's online, and we encourage student organizers to take advantage of its resources.

Find the toolkit here:

<http://studentswithagency.ucsc.edu/>

What does “sustainability” actually mean?

In 2003, the University of California developed this definition:

“Sustainability refers to the physical development and institutional operating practices that meet the needs of present users without compromising the ability of future generations to meet their own needs, particularly with regard to use and waste of natural resources. Sustainable practices support ecological, human and economic health and viability. Sustainability presumes that resources are finite, and should be used conservatively and wisely with a view to long-term priorities and consequences of the ways in which resources are used.”

The consequences of climate change will continue to challenge human adaptability, and sustainable practices are a way to alter our behavior to adjust to the changes. Sustainability also idealizes the world into one that is self-sustaining. We hope to build cities that can house everyone with rooftop gardens, communities that produce zero-waste, and that are even carbon-neutral. This idea has led to many innovative technologies such as harnessing the energy we create when we ride a bike, solar technology, or recycling services.

Sustainable development is not enough. It is also important to be critical and work toward addressing the systems that have disproportionately affected some communities over others. The sustainability movement is predominantly people who have had the time to think about issues that don't directly affect them. We need to understand that it is not enough to just change our technology or be more conscious about our waste, we also need to address the system that has left some communities with higher health burdens than others. That is why this year the Campus Sustainability Plan Learning and Culture subcommittee introduced the term “inclusive sustainability.”

Ensuring the success of historically underrepresented communities in higher education is important to change the world. By educating ourselves we are empowering ourselves. We are working towards a better future—whether through education, theater arts, media, research, advocacy,

or other means. SEC works to advocate and educate for environmentally sustainable practices in hopes of making a more sustainable world.

Institutionalizing Sustainability at UC Santa Cruz: A History

SEC was founded in 2001 when students recognized that the University of California should formalize their commitments to protect the natural environment. They researched successful models for student organizing at other schools and adopted a structure similar to CU Boulder's Student Environmental Center. Their groundwork ultimately institutionalized sustainability at UC Santa Cruz.

SEC convened the first Earth Summit in 2002. They brought students, faculty, staff, administrators and community members together to discuss the state of sustainability at UC Santa Cruz. The first Blueprint for a Sustainable Campus was created in 2003 after the first annual campus Earth Summit, as an “action plan,” developed through conversations with key stakeholders at the Earth Summit.

Afterwards, Earth Summit participants formed working groups, along with the Chancellor's Sustainability Action Council (CSAC), which was designed to “help institutionalize and coordinate the ongoing efforts of the working groups.” Working groups and CSAC were meant to put conversations and goals identified at Earth Summit into action.

Eventually, SEC organizer Aurora Winslade graduated and founded, with the support from students and administration, UC Santa Cruz's Sustainability Office. Working groups moved under the Sustainability Office.

SEC also worked to pass Ballot Measures 9 and 14, which created a pool of money to support projects that implement Visions & Actions from the Blueprint. These funds are administered by the Campus Sustainability Council (CSC).

History of Student Sustainability Organizations



Student Environmental Center (SEC), Education for Sustainable Living Program (ESLP) and Campus Sustainability Council (CSC) are considered “sister organizations.” ESLP and CSC were founded by SEC, and they all share office space, a staff adviser, and values stated in the Blueprint. **Enviroslug:** All three sister organizations are called Enviroslug, a collective of organizations that advocate for environmental and social sustainability. We strive to create a just and sustainable environment for all students at UCSC. Enviroslug believes in the principles of equity, inclusivity, and democracy. By using the student agency model we aim to promote the ten topics highlighted in the Blueprint for a Sustainable Campus and empower the student body to be proactive in their environment. Enviroslug strategically works to address these issues via three different organizations: Student Environmental Center (SEC), Campus Sustainability Council (CSC), and Education for Sustainable Living Program (ESLP). SEC updates the Blueprint for a Sustainable Campus annually, and leads campaigns that strive to implement environmentally sustainable practices on campus. CSC collects student fees and provides funding support for student projects that further sustainability on campus. ESLP promotes horizontal education focused on sustainability and environmental justice each year through a lecture series and student facilitated Action Research Teams. Enviroslug hopes to challenge systemic practices and decolonize the environmental sustainability movement by dismantling the power dynamics that prevail within the UC system through promoting student autonomy and leadership.

Student Environmental Center: The SEC works to advance sustainability at UC Santa Cruz through five campaigns.

Students for Organic Solutions (SOS) : Committed to raising awareness on the impacts of our current food system, as well as increasing participation in sustainable food practices. They work to bring environmental change through on-campus food systems. Projects include working with college gardens, collaborating with various sustainability groups, and educating students on the impacts of their food choices.

Rachel Carson College Garden: Offers a 1-unit class every quarter, in which students learn about soil, composting, food systems, and much more. The garden promotes sustainable agriculture and student involvement with the community. Anyone is welcome to help with the garden during working hours!


Transportation Campaign: Dedicated to increasing awareness of alternative transportation (bikes, walking, bus, train) and challenging the current transportation system that relies so heavily on vehicle use.

Waste Prevention Campaign: Seeks to help everyone understand their relationship with their waste. In order to help others understand that landfills are a finite space, they educate the student body on where their waste goes and how to properly divert waste from the landfill.

Green Building Campaign: Works towards transforming the campus environment through sustainable building designs and projects. The campaign aims to increase student voice to protect and conserve our campus landscape as well as to create awareness about new development projects at UCSC.



Education for Sustainable Living Program



Students in ESLP provide sustainability education to their peers. In doing so, they work to legitimize students' perspectives and values and to promote peer to peer education within academia.


ESLP Organizers offer a class every spring quarter; it is offered under Rachel Carson College with faculty sponsor Ronnie Lipschutz, the Rachel Carson College Provost. The class is made of two parts: a weekly speaker series, and student-facilitated Action Research Teams (ARTs). ESLP Organizers invite progressive leaders to speak at the spring Monday night lectures, offering free and inspiring content to the Santa Cruz community.

The speaker series is held in conjunction with ARTs, which are

small teams of students who conduct research and work on projects. Every winter quarter, a group of students develop project proposals for ARTs with guidance from faculty and ESLP student organizers through the Winter Training Seminar (WTS), a 5-unit class that prepares them to facilitate ARTs in spring. 2017 ESLP offerings include genetically engineered crops, campus expansion, and food waste.

Students who take the ESLP spring class can receive 2 or 5-units of credit, allowing students to take a peer-to-peer facilitated class just like any other class at UCSC. ESLP is also a prerequisite for the Sustainability Minor. In these ways, ESLP institutionalizes student perspective and participatory action research.

Statewide Organizing & ESLP: A History



In the early 2000's, students across the University of California wanted their curriculum to better address sustainability. At the same time, a group of students formed the California Student Sustainability Coalition (CSSC) in 2002. CSSC's first work was on "UC Go Solar," a campaign to change UC policy and promote "green" buildings and energy efficiency across campuses. The campaign was successful—in June 2003 Regents passed the UC Green Building Policy, which commits campuses to LEED certify all new buildings.

CSSC organizers' hard work and success continued with the launch of the Education for Sustainable Living Program (ESLP) in 2004 at five UC campuses: Davis, Santa Barbara, Berkeley, Los Angeles, and Santa Cruz. Since 2004, thousands of students have participated in ESLP across California.

Image by Jacqueline Puliatti

Action Tools—Getting Funding

Apply for Funding: Funding is important for organizing and accomplishing goals. Student organizations can apply for funding through:

- Student Organization Funding Advisory Committee (SOFA)
- College Senates
- Measure 43 (administered by CASFS)
- Carbon Fund (administered by the Sustainability Office)
- Campus Sustainability Council (CSC)

The Blueprint is directly related to CSC (See page 5). The following is an abridged guide to CSC funding. See complete information at csc.enviroslug.org. Information on applying to the other funding bodies listed is available online.

Qualifying for CSC funding: Student organizations with a regular meeting structure, clearly defined roles for organizers, a constitution, and internal plan for longevity and evaluation may apply for funding. They also need a staff member to be a fiscal sponsor and administrator of funds.

Organizations' missions also need to be aligned with this Blueprint. They can be broadly aligned, or focused on a specific topic. CSC is looking for organizations who strive to make a “tangible impact” on campus sustainability.

When and How to Apply: Student organizations can apply for funding during Winter or Spring quarter. First you must RSVP and attend a mandatory grant training session, usually held during the first three weeks of the quarter. After that you can begin writing a grant to be submitted near the middle of the quarter, usually the Friday of week six. CSC awards funding at the end of Winter and Spring quarters.



Image by Ami Gonzalez

System vs. Individual Change

Two ways of change have dominated the environmental movement to this point: system change and individual change. System change alludes to the changing of our fossil-fuel based society to one based on renewable energy, sustainable public transit, and zero waste. Individual change refers to taking actions yourself such as shopping with reusable bags or reducing your home energy consumption. We at the Student Environmental Center advocate for both system *AND* individual change. Both are necessary to become a sustainable society.

For example, if we change our entire electric system to renewable energy but continue increasing our individual energy usage, our society will require more and more sources of energy and not be as sustainable as it could be. Vice versa, if each individual decreases their energy usage, but the system stays on fossil fuels, it will also not be sustainable. If we combine the two, we will have each individual consuming less energy, energy fueled by renewable sources. This is a much more ideal situation than having only system or individual change on their own.

The visions and actions on each topic page tend to focus on system change. They are visions for changing the structure of the University and are usually a bigger undertaking than a project by a single student. Therefore, they are designed to be implemented by student organizations or groups of students petitioning changes to University policy.

The obstacles we face our large, but you *CAN* make a difference today. For this reason, we've included a comprehensive guide to sustainability in the following pages. This guide details simple actions you can take right now which will reduce your fossil fuel and water footprint. We've also provided information in our resources section (page 33) for you to learn more.



Image by Roan Bontempo

Actions You Can Take Today

Waste Prevention

- **Reduce**, especially plastic! Buy second-hand and products with less packaging/plastic.
- **Compost:** McHenry and the Dining Halls have compost bins, Rachel Carson College Garden accepts fruit and vegetable scraps! The City of Santa Cruz offers a \$40 rebate on a compost bin.
- **Bring reusable items** with you: cloth towels, tupperware, bottles, travel mugs, reusable bags
- **Buy recycled products:** like recycled paper, notebooks, toilet paper
- **Recycle:** plastic (#1-5 and 7), glass bottles and jars, paper, cardboard, cans, aluminum foil/trays, plastic bags; rinse food off everything first!

Diet

- **Reduce the amount of meat and dairy you eat: especially beef and pork!**
 - One burger takes 660 gallons/water to produce
 - Animal agriculture is 18% of total emissions
- **Buy local and organic:** check out the farmer's market downtown on Wednesdays, the CASFS Farm Stand at the campus base (seasonal), and the Produce Pop-Up in Quarry Plaza; apply for support through CalFresh (can be used at all 3!)
 - An average meal travels 1,200 miles before you eat it

Energy

- **Heating:** Turn down by a few degrees, only use if someone is home, turn off at night
- **Unplug appliances** like blenders when not in use
- **Use power strips**, especially for high-energy items like TVs
- **Wash clothes in cold water**
- **Use LED or CFL** (compact fluorescent) lightbulbs
- **Try camping** or going without your phone or computer on a vacation

Transportation

- **Walk, bike, use public transit, carpool**
 - Driving a car produces ~1 lb of CO₂/mile, a bus is .64, a commuter rail .33
- **Go carless:** you'll save about \$9,000 a year, use Zipcar when needed
- **Don't let your car idle** when not driving
- **Reduce air travel** or buy carbon offsets with your plane ticket

Advocate

- **Join a student organization**
- **Call your members of Congress** about issues you care about
- **Educate others**
- **Be conscious of your privilege;** make space for others, or take space if your voice hasn't been heard
- **Listen with respect** for cultural practices and dynamics existing in communities beside your own

Student Organizations

- **Slugware!** Check out free, reusable bamboo dishes for your events. Fill out <http://tinyurl.com/slugware> to reserve.
- **Host a Zero-Waste Event:** See <http://tinyurl.com/zqmdqhh> for more information
- **Green Office Certification:** Make your office space more sustainable! <http://tinyurl.com/z542qj5>



Image by Dagmar Kufa

The Academic Mission

Day in and day out, students go to class, study, take exams, and receive a grade. Is this approach to higher education really preparing us for the “real world”? More commonly than not, in any career path, employers are searching for well-rounded individuals who can understand humanities and sciences, who know how to work with others, and problem solve. Is taking a test really helping us prepare for the outside world?

What is the duty of an educational institution such as the University of California? Is it to educate and prepare the next generation, or is it to connect us with real world problems and provide us with the skills to solve those problems?

This past January the University of California Regents voted to increase tuition by 2.5%, a \$282 increase summing up to \$11,592 for the academic year 2017-2018. As if wasn't hard enough to cover the cost of tuition and post-graduation debt before the proposed increase. Still, many believe that the price is worth our education because it is an investment in our future.

UC Santa Cruz brands itself as a top research university while cutting programs like Community Studies and Journalism. At the same time they are increasing enrollment and decreasing class times. Resources like MSI and CAPS can barely keep up with the demands and students are struggling to enroll in the classes they need.

Many students are still drawn to our campus because it embraces a

counter-culture. We are proud of our invertebrate mascot, no football team and decentralized campus.

Sustainability Education

Sustainability education can be used to create a culture where people practice sustainable habits and engage with their communities. In 2014 a Sustainability Minor was launched by Rachel Carson College. The minor is designed to complement any major. This has been the first formal opportunity to include the environmental movement across academic departments.

The Education for Sustainable Living Program (ESLP) is an opportunity for students to actively engage in sustainability topics, learn how to facilitate a class and learn how to advocate for themselves. This is one way that students are preparing themselves for the world, simply by engaging in these programs and learning how to work in an organization.

There are other research and internship opportunities on campus as well. The Environmental Studies Internship Office connects students to many opportunities to get involved with these issues. Students can also participate in the Chancellor's Undergraduate Internship Program (CUIP), the Provost's Sustainability Internship (PSI), or Impact Design: Engineering and Sustainability through Student Service (IDEASS). Some of these offer a stipend in addition to the project.



Image by Keiera Bradley

Visions & Actions

Vision: The University should be more transparent with their budget.

Actions: Figure out what UC Regents and student board members are working towards and ask them to be transparent with their budgets; Petition UC leadership to share their budget with the student body; Encourage Participatory Budgeting: This process helps identify our needs and allows us to allocate funds where needed; Have an online campus-wide student forum that addresses and answers where our money is going.

Vision: The campus more fully integrates sustainability into academia.

Actions: A Sustainability Orientation class—just like the alcohol edu course; more graduation requirements, such as the Perspectives: Environmental Awareness (PE-E), that incorporate sustainability. For instance, the Disciplinary Communication (DC) could reach many students from different majors and help them think about sustainability.

Vision: Add sustainability as part of each major—either through prerequisites or core class.

Action: Have guest speakers during core plenaries that address sustainability, as well as including readings that are relevant to the discipline and sustainability.

Vision: College events that incorporate sustainability into College Nights.

Actions: Change college nights into something more beneficial towards learning; Invite SEC to present at these events about sustainability efforts through visual and performing arts.

Vision: Flexibility towards required general education courses that count for graduation, allowing us to graduate on time.

Action: Add more classes for general education courses that count towards major requirements and general requirements.



Image by Dagmar Kuta

Energy falls in line with two main University of California Office of the President (UCOP) initiatives. The first is to reduce greenhouse gas emissions to 1990 levels by 2020. UCSC has reduced its greenhouse gas emissions by 10% in the last decade. The second is carbon neutrality by 2025. Carbon neutrality aims to cancel out our carbon footprint by having zero emissions or by removing as much carbon dioxide from the atmosphere as we are emitting. One way to balance net emissions to zero is to buy carbon offsets. Carbon offsets pay to prevent emissions of carbon dioxide elsewhere or to store it through methods such as maintaining forests. However, carbon offsets will not truly solve the problem. Why pay others to not emit when we could invest in the completely renewable infrastructure ourselves?

UC's carbon neutrality goal is defined as neutrality for Scope 1 and 2 emissions. Scope 1 are direct emissions that are owned by the University. This includes fuel for campus vehicles such as Loop buses and natural gas, like what fuels the cogeneration plant on campus. Scope 2 are indirect emissions which includes purchased electricity from PG&E. Scope 3 emissions are not in the 2025 goal but include commutes to campus, employee air travel, and materials production.

Since the UC system is so large, it can build its own portfolio of energy sources and invest in renewables, leading to more solar and wind options being built in California. In 2014, the University purchased 206,000 megawatts per year of photovoltaic power in Fresno, which will supply 60 percent of energy to five UC campuses. UCSC has solar panels in locations such as McHenry Library, but there is much room for improvement in on-campus renewables.

UCSC is also powered by an on-campus cogeneration plant. It uses natural gas to produce energy and heat and is classified as a Scope 1 emission. It is technically less efficient than energy from PG&E. However, onsite generation reduces the electrical losses associated with purchasing electricity from the grid, which could travel from hundreds of miles away.

UCSC's Sustainability Office released the Climate and Energy Strategy (CES) in 2017, which assesses the most cost effective and impactful projects to be continued or started to achieve carbon neutrality.

Even if all UC's convert to 100% renewable energy, the system would still have \$2.8 million invested in fossil fuel companies. The Fossil Free UC movement is campaigning for complete divestment of this money and reinvestment of it in renewable energy and community-based businesses. The system won't truly be carbon neutral until all money is divested out of fossil fuels.



Visions and Actions

Education & Awareness

Vision: Bring students from interdisciplinary backgrounds into sustainability.

Actions: Make a sustainability general education requirement for all students; Create an environmental engineering major.

Vision: Educate students of all majors on sustainability.

Action: Incorporate sustainability into major-credit classes in all majors.

Vision: Provide students the tools to be energy conservation-conscious.

Action: Devise a sustainability orientation for new students and guide for returning students.

Vision: Students feel empowered to reduce energy usage.

Actions: Energy reduction competition between colleges with prize; Split up dorm utility bill and add it to rent; Create a student organization which focuses on renewable energy; Encourage students to vote and be active citizens.

Renewable Energy

Vision: Use as little fossil fuel energy on campus as possible.

Actions: Investigate renewables and less-used options like tidal power and using shock absorbers to harness the energy of bridges shaking; Shut off water and heating when students are not on campus.

Vision: Create the infrastructure to have 100% renewable energy.

Actions: Implement solar stations (to charge phones, computers

etc.) on campus; Use technology such as microgrids (like solar panels, but on larger scale); Build wind turbines on campus; Use hydropower from local creeks; build solar roofs and roads.

Buildings & Energy Use

Vision: Reduce waste from appliances not in use.

Action: Make systems like lighting automated.

Vision: End the use of natural gas on campus.

Actions: Create a long term plan to cut out all of natural gas; Require electric stoves and heating.

Vision: Require energy-efficient buildings.

Actions: Follow guidelines such as those set by LEED; Retrofit existing buildings to be energy-efficient.

Vision: Make use of natural heating.

Actions: Design buildings with heat-saving features and ample lighting such as South-facing windows; Install and maintain solar water heaters.

Divestment

Vision: UC system divests from Fossil fuels, reinvests in renewable energy.

Action: Organize and demand the UC Regents divest and reinvest in renewables and community-based initiatives.

Food Systems

A food system can be defined as the process by which food gets to your plate: farms, farmers, processing, packaging, transporting, grocery stores, consuming, and the disposal of food; it functions within social, political, economic and natural environments. Monocrop farms, inhumane treatment of animals, GMOs, unfair treatment of farmworkers, and soaring food prices are a few examples of how our food system is unsustainable.

Historically, UCSC has been devoted to bringing healthy, sustainable food to our plates. The Center for Agroecology and Sustainable Food Systems (CASFS) is celebrating their 50th anniversary this year and they still stand by their mission to “research, develop, and advance sustainable food and agricultural systems that share environmentally sound, economically viable, socially responsible, non-exploitative, and serve as a foundation for the future.” CASFS is a leading facility in which students can research and learn about environmental and social aspects of agriculture. Community spaces including gardens like the Chadwick Garden in Merrill, the farm at UCSC, and Program in Community and Agriculture (PICA) are all places where students can have hands-on experience in gardening and learn more about where their food comes from.

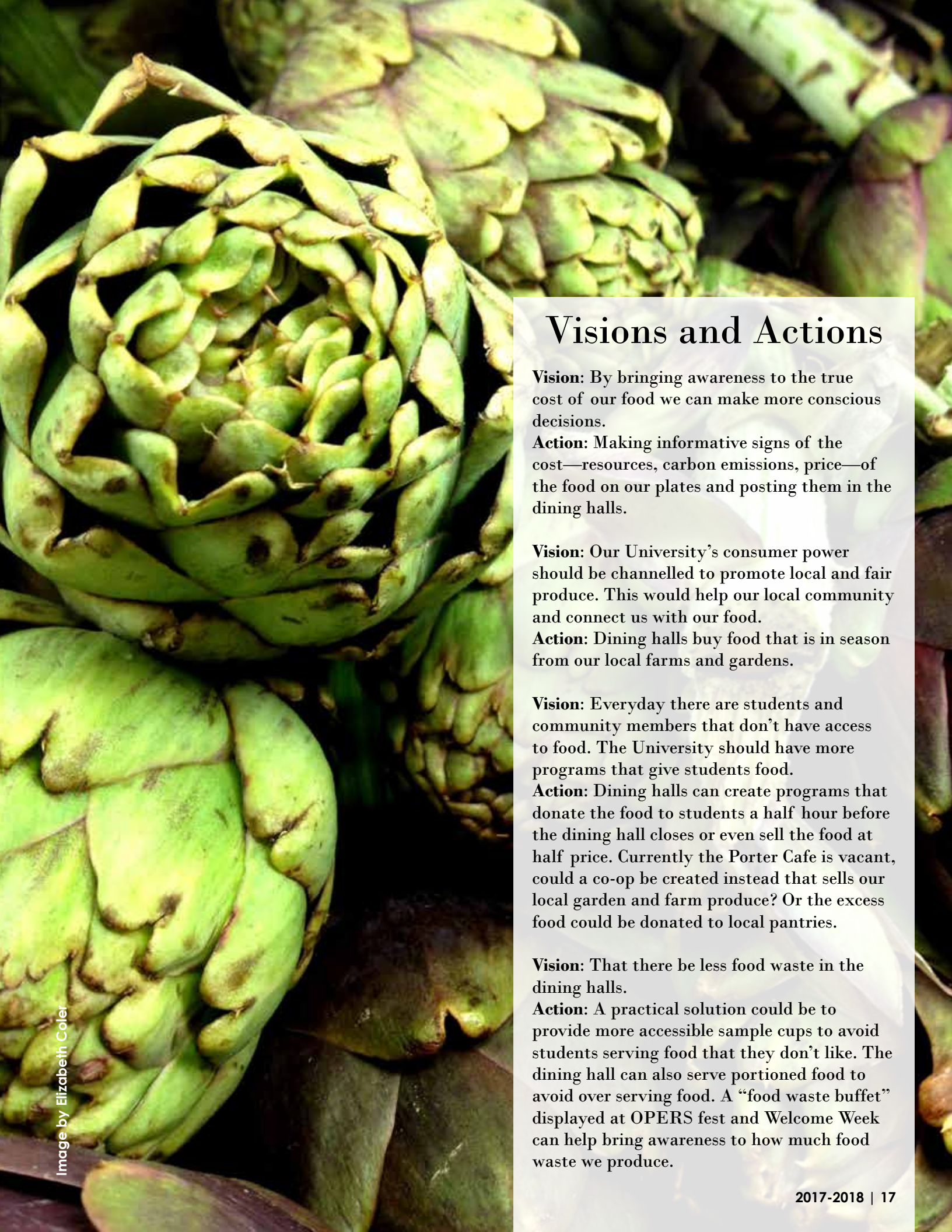
In 2003 students created the Food Systems Working Group (FSWG) to bring locally grown food to the dining halls. FSWG also created the Farm-to-College movement, which works to increase transparency of the supply chain of our food. They also use the Real Food Calculator to look for areas of improvement in sourcing food. In 2010, Measure 43: the Sustainable Food, Health, and Wellness Initiative was passed in an effort to fund student-led research, events, and programs that enhance students’ understanding of food systems and their food choices. Another historic move was in 2012 when the campus pledged to provide 40% real food by 2020. The dining halls are also devoted to promoting sustainable food systems by reducing meat consumption by 10%. “Healthy Mondays” provide alternative foods to meat. They also have “Farm Fridays” where food from the farm is brought to the dining hall.

Indeed this University has been at the forefront to promote environmentally sustainable food systems;

however, a UC system wide survey done in 2016 revealed that “1 in 5 students go hungry at times.” In other words, they are food insecure. In response to this the University has opened food pantries, including the one located at the Hahn Student Services second floor. There is also now a program called Slug Support located in Hahn Student Services, where any student can get dining meal vouchers and groceries. Other efforts have come from our local gardens including PICA, the Kresge Garden and the Stevenson Garden. FSWG has also started a pop-up stand at the quarry once a week throughout the quarter, where you can buy local, organic veggies at a reduced price. There is a new food pantry being opened up in OPERS, called the SUA Student Food Pantry and Lounge.



Image by Dagmar Kufa



Visions and Actions

Vision: By bringing awareness to the true cost of our food we can make more conscious decisions.

Action: Making informative signs of the cost—resources, carbon emissions, price—of the food on our plates and posting them in the dining halls.

Vision: Our University’s consumer power should be channelled to promote local and fair produce. This would help our local community and connect us with our food.

Action: Dining halls buy food that is in season from our local farms and gardens.

Vision: Everyday there are students and community members that don’t have access to food. The University should have more programs that give students food.

Action: Dining halls can create programs that donate the food to students a half hour before the dining hall closes or even sell the food at half price. Currently the Porter Cafe is vacant, could a co-op be created instead that sells our local garden and farm produce? Or the excess food could be donated to local pantries.

Vision: That there be less food waste in the dining halls.

Action: A practical solution could be to provide more accessible sample cups to avoid students serving food that they don’t like. The dining hall can also serve portioned food to avoid over serving food. A “food waste buffet” displayed at OPERS fest and Welcome Week can help bring awareness to how much food waste we produce.

LEED Certification

LEED certification is an environmental rating system designed by the U.S. Green Building Council to rate new and existing buildings. It follows a point system for options which reduce energy and water consumption, and based on the number of points, a building is classified as either Certified (lowest rank), Silver, Gold, or Platinum (highest rank). Points are given based on sustainable upgrades such as high efficiency appliances or efficient lighting.

The Cowell Student Health Center certification was made possible by Measure 35, a \$5.20 per quarter green building student fee. Money left over creates a Green Reserve Fund for LEED certification in

student-run buildings. All new buildings are required to be at least LEED-silver certified by UC Green Building Policy. All campuses are also to certify one existing building as a pilot project. Since there is no policy on all renovations being LEED certified, most are not. All electric buildings should be the eventual goal on UC campuses because they can be powered by 100% renewable energy.

Public-Private Partnership (P3)

P3 is a new plan for financing buildings on campus and could hasten the campus expansion process. It would turn over the designing, construction, and maintenance of new buildings on campus to a private developer on a 30-year lease. Currently, the University takes on millions of dollars in debt when it builds a new buildings. However, in P3 the developer would recoup the debt through charging student housing fees, hence the push for P3.

There are many concerns with P3. Since the cost of building on campus is so high, a developer might opt for cheaper building options which are not necessarily sustainable and would decrease the quality of the building. It's unclear if an outside developer will work with students or make student needs a priority. An email introducing P3 was sent out in December 2016, but there has yet to be a public presentation on the implications of P3. Other concerns are that as a smaller UC, UCSC will have less control in contract negotiations, and that having a private, for-profit developer contracting with University makes decisions even less transparent and accountable.

Living Building Certification

The Living Building Challenge encompasses many aspects LEED does not, such as social justice, diversity, health, happiness, and transportation of all building materials. The idea behind LBC aims for a building to help restore the environment around it. To be certified, standards within the the “petals” of site, water, energy, health & happiness, materials, equity, and beauty must be achieved. UCSC does not currently have any living building projects.



Image by Jacqueline Puliaiti

Visions and Actions

Campus Development and Buildings

Vision: Increase the number of LEED-certified buildings on campus

Actions: Have students propose a building to become the LEED pilot project for retrofitting; Use energy audits of all the buildings to decide where to make improvements; Install OLED (organic LED lights) and motion-sensitive lights in all buildings

Vision: Make a living lab on campus to start student-driven green building projects

Action: Have graphic design and architecture students push forward an idea

Vision: Students lead a negotiation about P3 (Public Private Partnership) and demand accountability from the outside planners

Action: Students organize and present on concerns about P3 and sustainability

Energy Efficiency and Water Usage within Buildings

Vision: Divest from fossil fuels and reinvest in renewable energy

Actions: Reinvest in local renewable energy companies and hire them to place renewable energy on campus; Institute a carbon tax (paying for the environmental cost of carbon used) for the UCs

Vision: 100 percent campus wide renewable energy

Action: Create a storage system for energy; Replace the cogeneration plant with a renewable plant

Vision: Better water usage within buildings

Actions: Install inbuilt rain storage systems across buildings; Install greywater toilets; Decrease the amount of water used in flushing toilets and expand systems like two-option flushes

Awareness and Education

Vision: Educate students on energy and water-saving practices within buildings

Actions: Helpful signage; Offer a general education class or lab about efficient living

Green Purchasing

Green purchasing refers to the procurement of products and services that have lesser negative impact on human health and the environment compared with other product or services. One can choose to purchase food that is organic, or purchase a product that wasn't made with harmful chemicals, or choose to invest in a company that is working towards sustainable development.

On Campus Purchasing

For students who already have to worry about increased tuition, increasing housing affordability, and transportation costs, all in addition to basic living expenses, purchasing “green” is not always an option. Recently, the University of California found that 1 in 5 students are food insecure, meaning they are skipping meals, whether the factor is cost or access to food is unanswered. However, if basic living expenses are beyond our budget then how do we expect to invest more in “green” products?

There is power in the consumer; we can decide to purchase one item over the other. If a student can't purchase organic produce because it is too expensive, that is a problem. However, larger institutions like the UC system have great purchasing power. Where they choose to invest or what they choose to consume has a great impact on the economy. Locally, UCSC has a Procurement Services (PS) department and they mediate the transaction between the University and vendors. They also manage CruzBuy, which all staff and faculty use to purchase their products. CruzBuy contains a static catalogue, meaning prices and products don't change unless staff at PS updates them. It also contains punch-out catalogs, or links to websites vendors use to sell goods and services directly. In efforts to promote green purchasing, procurement services flags items that are Environmentally Preferred Products (EPP).

EPP items are valued by their consideration in sustainable practices, managing energy consumption and considering sustainability in all priorities. However, EPP is not mandated and there is the potential of “greenwashing”— products that are falsely advertised as “green” products. Staff, faculty, and even we are susceptible to greenwashing. However, with proper research we could choose to purchase



truly environmentally preferable products.

Other efforts by the University include purchasing from locally owned businesses. These purchases account for approximately 20 percent of purchases last fiscal year. All office products require Energy Star certification and procurement equity (meaning purchasing from underrepresented owners). Most recently, the Purchaser Pledge to Prefer Safer Furniture products that will not have any chemicals in them was signed by UC Santa Cruz and the Sustainability Office.

UC Purchasing Power & Investments

With a 20 billion dollar operating budget, the UC system has great investment power. Although in 2015, UC divested from coal and tar sands, it is not fossil fuel free. The divestment was largely thanks to the Fossil Free UC (FFUC), which campaigns for UC to stop investments in fossil fuel companies. Although there has been progress, recently it was discovered that UC Retirement Plan holds bonds in 2 companies building the Dakota Access Pipeline.



Visions and Actions

Vision: Increase transparency of how a product is made

Actions: Create an Equity Certification for businesses, that states they have created an equitable work space for their employees; List of who owns which companies & require parent company (brand) to be written on the product (ex. Tom's is owned by Clorox); Create a green purchasing guide from company ownership list

Vision: More student participation in decision making for both UCSC and UC system purchases

Actions: Create an annual report of specific products we buy; Break it down by college & send to students in each college; Give students access to CruzBuy

Vision: Incorporate ethics into EPP (Environmentally Preferred Products)

Action: Create a new qualification system for EPP

Vision: Incentivise staff and faculty to care about green purchasing

Actions: Create a user-friendly purchasing database; List CruzBuy items with EPP first; Describe why a product is EPP

Vision: Incentivise reusing and recycling electronics

Actions: Create campaigns to educate and appeal to individuals; Create an informative list of where to recycle electronics on campus; Have electronic waste sent to an on-campus department & give to help educate engineers and artists; Maybe not enough storage in campus departments, so give recycled computers to students; Computer refurbishing class & donate the computers to students who need them

Vision: Encourage reusing products

Action: Create a quarterly "garage sale" or "swap meet" in each college

Land, Habitat, and Watershed

Natural space and diverse ecosystems are key characteristics of UCSC's campus. This land originally belonged to the Amah Mutsun Tribal Band. Artifacts and traditional burials have been discovered on campus. The land is considered sacred to the tribe, and their mission is to preserve it for the generations to come.

Santa Cruz is also an internationally recognized biological hotspot. Two endangered species, the Ohlone tiger beetle and the red-legged frog, live on campus. Endemic species live in Porter cave and connecting caverns, such as an unnamed amphipod and isopod.

Currently 55 percent of campus is designated as either Campus Natural Reserve, research area, or protected through the 2005 Long Range Development Plan (LRDP). The LRDP is a plan which outlines growth for the campus. It does not outline specific construction projects, but it sets guidelines for projects which could happen. For example, the current LRDP, created in 2005, outlines a Social Sciences Three building and Colleges 11 and 12. The LRDP committee for the 2020-2035 plan is starting in March 2017. The Amah Mutsun Tribal Band has not been included in planning to this day. They are a vital stakeholder and should be included in all campus development plans.

A 2014-2015 Student Housing West Feasibility Study proposes developing Porter Meadows and approximately 10 acres of forest near Kresge College to increase housing capacity. The University approved the project and is set on building. The target date is 2020, but building plans and an Environmental Impact Report (EIR)

have yet to be created. An EIR must be filed for development to occur on campus, and there must be a 60 day public comment period for suggestions to be submitted.

The City of Santa Cruz and UCSC have a complicated relationship in regards to campus development. A Comprehensive Settlement Agreement (CSA) reached in 2008 between the city and the University concluded that the Local Agency Formation Commission (LAFCO) in California, dedicated to limiting urban sprawl, needs to approve an application from UC for water and sewer services to be extended to new areas. UC needs water and sewer services to build in undeveloped land.

However, Article 9 Section 9 of the California State Constitution states the University of California is subject to legislative control only for funds and endowments. This means that UCSC can develop without LAFCO's approval. The University has yet to ignore LAFCO, likely because it would be a public relations nightmare. Development into North Campus has been stalled by a 2012 lawsuit, so current plans are to develop within other spaces closer to existing buildings (but still over meadow and forest).

Little information is available about the University's definite plans for development. Students and community members have a history of opposing development with examples such as tree-sits intended to block the construction of the biomedical building in 2008. Currently, a student group called the Campus Expansion Student Coalition engages students in critical dialogue and action regarding campus expansion.

Visions & Actions

Campus Stewardship

Vision: Reduce erosion of soil from walking and biking.

Action: Put up metal barriers and signage; more maintenance on bike paths.

Vision: Make students aware of the importance of biodiversity.

Actions: Create a general education class about biodiversity; Send a campus-wide email about the importance of biodiversity on campus and helping upper campus stay cleaner.

Vision: Reduce tree-fort abuse and littering.

Action: Freshmen orientation sessions on stewardship.

Vision: Less shortcut paths which create erosion.

Actions: Put out signage which establishes paved paths as preferred paths; Include this reminder in welcome week activities.

Vision: Foster a campus climate which respects wildlife.

Action: Put up signs in the relevant areas.

Campus Development

Vision: Foster sustainable campus development.

Actions: Build upwards instead of outwards; Conduct research on campus land to create effective campus nature reserve designations; Push for more student seats on important committees and student presence in the development process.

Vision: Implement a Living Building Challenge building.

Actions: Challenge the administration to change existing buildings to meet higher standards which consider ethics and social justice; Petition to have new buildings follow Living Building Challenge standards.

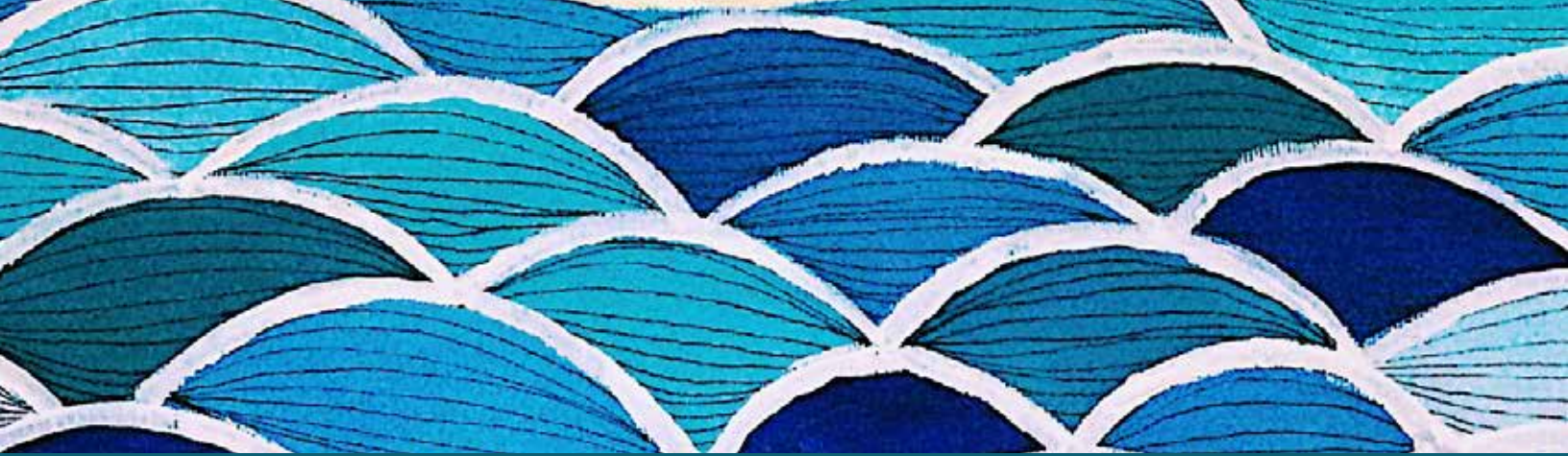
Amah Mutsun Tribal Band

Vision: UCSC officially recognizes the Amah Mutsun Tribal Band as the indigenous people of its campus land.

Action: Petition the Chancellor's office for official recognition.

Vision: Amah Mutsun Tribal Band is involved in campus planning.

Action: Petition the Chancellor's office, push for their representation on the LRDP committee.



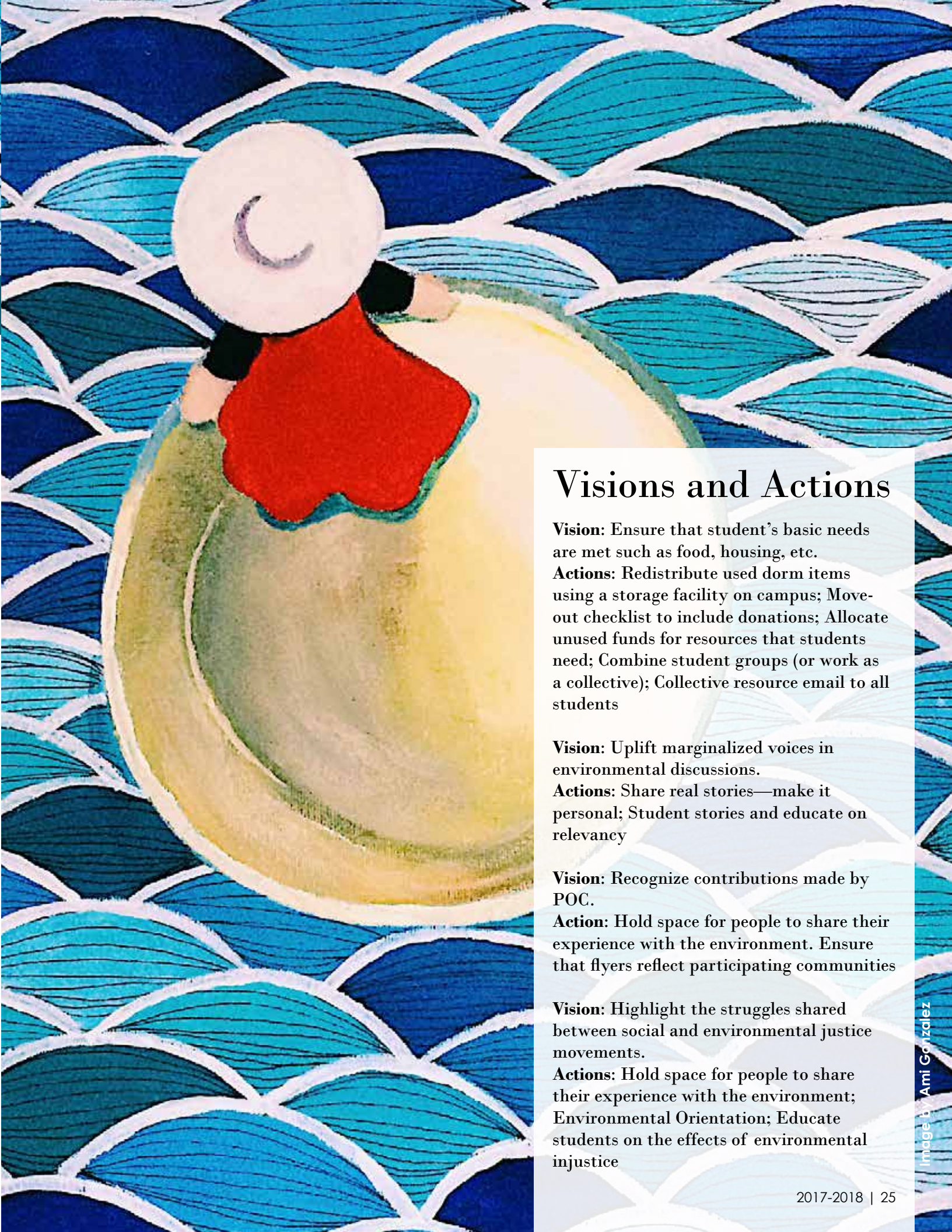
Social and Environmental Justice

Social and environmental justice (EJ) both strive to create a just world, with fair distribution of resources and recognition of the best principles to distribute goods. The distinction between the two is that environmental justice focuses on the environmental harms that are imposed on our communities, such as higher rates of air pollution exposure, food deserts, distance from a local park, just to name a few. All environmental justice issues are also social injustices but not all social justice issues are environmental injustices. For example, people of color and low-income communities are disproportionately exposed to environmental harms.

However, up until the last decade or so these conversations were held in different rooms. There have been several historic events that have brought both together. There was Hurricane Katrina when America realized the complexity of community settlements and the disparities disproportionately felt by communities of color, more specifically the black community in New Orleans, which made them more vulnerable to the hurricane. Our local farm workers, predominantly Latinx immigrants, are fighting for fair labor rights and are also routinely exposed to pesticides without warning or

medical insurance to follow-up the incidents. Let's not forget to mention the ongoing fight Native Americans have to keep their land and tend to it as they have for generations.

It would be easy to say that our solution to social and environmental problems is to work together and support one another. Yet this is a continuous battle that is deeply embedded in our system. We recognize that even within the environmental movement recognition of the efforts that communities have made been absent. In response to this, and other incidents, People of Color Sustainability Collective (PoCSC) was created. They aim to highlight the contributions that people of color; past, present and future, have made in the environmental movement. It also works to define sustainability to be inclusive of all underrepresented communities. Two years ago at our Earth Summit the first Student of Color Caucus was included as part of our goal to be more inclusive but also to work together in our efforts. This space allowed students to share about their experiences with the environment, and to highlight the efforts of people of color. Nevertheless, now more than ever, we, UCSC, can become the first to actively work to create a socially and environmentally just society.



Visions and Actions

Vision: Ensure that student's basic needs are met such as food, housing, etc.

Actions: Redistribute used dorm items using a storage facility on campus; Move-out checklist to include donations; Allocate unused funds for resources that students need; Combine student groups (or work as a collective); Collective resource email to all students

Vision: Uplift marginalized voices in environmental discussions.

Actions: Share real stories—make it personal; Student stories and educate on relevancy

Vision: Recognize contributions made by POC.

Action: Hold space for people to share their experience with the environment. Ensure that flyers reflect participating communities

Vision: Highlight the struggles shared between social and environmental justice movements.

Actions: Hold space for people to share their experience with the environment; Environmental Orientation; Educate students on the effects of environmental injustice

Transportation

Transportation options and parking are managed by UCSC's Transportation and Parking Services (TAPS). The California Master Plan for Education states only academic services will be state-funded, not including transportation and housing. TAPS must fund itself through parking permits and is currently in deficit. With better funding TAPS could create more sustainable projects like the bike shuttle. But the more effective sustainability projects are, the less funding TAPS has through parking permits. It's ironic that funding for clean transportation comes what the campus is trying to reduce—car use.

The main goal of most initiatives is to reduce single-occupancy vehicle use (SOV), or one person driving a car. SOVs produce the most fossil fuel emissions per person and create traffic and parking problems. Carpooling, bus use, cycling and walking are better. The Sustainability Office estimates SOVs make up 35% of trips to campus. Counts done in 2011 and 2012 found the number of trips to campus to be the same as in 1997. This is great considering the student body increased by more than 5,000 students between 1997 and 2011.

TAPS has an added challenge this year: 650 additional enrolled students. While the total number of metro bus routes has remained the same, buses are often crowded and bypass stops. To keep all of the Metro routes, TAPS negotiated a fare increase. This meant cuts such as the bike shuttle from downtown to campus.

Loop buses, the Night Owl, and unlimited Metro ridership are funded by a student transit fee passed in 2007.

TAPS may propose a fee increase in the 2017 Campus Elections. Parking permits were oversold this year, and TAPS stopped selling them. The cost to build one surface parking spot is around \$30,000, making parking expansion difficult.

The fuel used for Loop buses is a Scope 1 emission, meaning it must be reduced to zero emissions or offset to meet a UC Office of the President's (UCOP) Carbon Neutrality by 2025 goal. Options include electric buses charged by renewable energy systems or biofuel conversion. UCSC has also studied the feasibility of electric vehicles recharged by a campus solar PV (photovoltaic) system, concluding this change could reduce emissions by 36-44%. Additional UCOP goals for 2025 include reducing SOV rates to 10% below 2015 data, purchasing zero emissions or hybrid vehicles to make up 50% of new light-duty vehicles, and striving for 4.5% of commuter vehicles to be zero emissions vehicles.

TAPS and the Santa Cruz Metro are investigating electric vehicle options, but UCSC does not currently have the proper infrastructure for large-scale electric vehicle charging. Currently there are 6 electric vehicle charging stations in the Core West Parking Structure. These chargers were put in with help from a grant, and additional grants are needed for more to be installed.

Options such as electric cars are not affordable for all and are not accessible to most lower-income communities. With high housing costs, these communities also tend to be located farther from campus, making transportation difficult. We must strive for accessible and inclusive sustainable transit.





Image by Ami Gonzalez

Advocacy and Safety

Vision: Make people aware about transportation issues in Santa Cruz.

Actions: Market to students; Create student outreach positions at TAPS; Organize and build support for public transit options.

Vision: A safe and pedestrian-friendly campus.

Action: Install solar-powered LED lights on all walking paths.

Biking

Vision: Foster a sustainable form of transit that is social and bicycle-friendly.

Action: Install a pulley system for bikes and platforms for pedestrians (like a ski lift).

Vision: Create a bike-friendly campus.

Actions: Create a bike rental system like Citibike where bikes can be rented and returned from multiple places on campus; Expand the existing bike library.

Vision: Fit more bikes on metro buses and loops.

Action: Petition for bigger bike racks on

metro busses and loops.

Vision: Make bringing bikes up to campus easy.

Action: Have a shuttle that takes bikes up from the base of campus.

Carpooling

Vision: Reduce single occupancy vehicles.

Actions: Create a carpooling system with pick-up sites next to bus stations; Create carpool-only parking and student vanpools.

Public Transit

Vision: Implement a zero emission bus system.

Action: Create a campaign of students constantly putting pressure on authority figures to make more sustainable transportation options.

Vision: Create public transit options for transporting surfboards.

Actions: Allow surfboards on Metro buses; Create racks for them.

Vision: Increase public transit options.

Action: Advocate for electric trains, zero emissions buses, and other alternative forms of transit.

“Respect Your Mother” by Amelia Maurer





Waste Prevention

Waste Prevention addresses the amount of waste we generate, reducing hazardous content of that waste, and reducing its impact on the environment. A way to create less would be to stop purchasing new items. By reusing or fixing them instead, we could use fewer resources. For example, you could repair your old bike instead of buying a new bike entirely.

An early effort toward waste prevention was in 1989, when the first recycling program was established. More recently, the University of California has committed to Zero Waste by 2020. In other words, at least 95% of waste will be diverted from the landfill to composting services, recycling containers, and electronic waste recycling bins.

As of November 2016, UCSC's diversion rate was 62.1%. Throughout campus you can find designated bins for compost, paper, cardboard, recycling, and even e-waste bins. The University also offers zero waste event options, for which sustainable practices are implemented to send the least possible amount of waste to the landfill. By making our events zero waste students can engage with where our trash goes and hopefully continue being more conscious of the amount of waste that we contribute.

The cost to host a zero waste event on campus ranges from \$135-\$405. Considering there are approximately 130 student organizations, and imagining if they all host at least one small-scale event, costing \$135, this would sum up to about \$17,550. That is \$17,550 student organizations are giving to the University to reach our Zero Waste goal. The question remains: Is this a service the University should provide free of charge to organizations? If so, what are the

constraints to making this possible?

UCSC's Grounds Services self-hauls 90-95% of the campus landfill waste, construction waste, recycling, green waste, electronic waste, and compost. Physical Plant, Housing Facilities, Receiving Services, and Environmental Health and Safety are other departments that handle different types of waste—i.e. Receiving Services collects electronic waste from offices and administrative buildings on campus and includes them in the Campus Surplus Store.

As of now, UCSC sends its compost to Monterey Regional Waste Management District. Last year Ground Services created a plan for building and managing an on-campus composting site that would process 6-8 tons of food waste and post-consumer waste every day. Ground Services needs more funding before they can build this composting site; however once this site is built, the long-term benefits will outweigh the cost.

Student initiated programs have been key to campus waste reduction efforts too, such as the Stevenson Composting System (2013), Zero Waste Move-Out Programs, Slugware, Waste Audits, and others. All of these have helped to either inform the University of the progress we have made or to help reduce waste on campus.

All in all, UC Santa Cruz has made great efforts toward reaching our Zero Waste goal but has failed to recognize efforts by other communities that help reduce waste. By recognizing individual practices such as recycling, reusing containers and shopping at thrift stores, there is potential to create impactful change that can be carried through our lives.

Visions & Actions

Vision: No plastic bags at Bay Tree Bookstore

Action: Ban plastic bags on campus and encourage reusable bag use

Vision: Less paper waste (from wrapping used, disposable feminine products) in dorm bathrooms

Actions: Some restrooms on campus have removed the small trash bins for disposable feminine products from dorm bathroom stalls; Have the University add trash bins in the stalls to save tissue paper.

Vision: Less paper waste from turning in assignments

Action: Create electronic, reusable paper alternatives; Use 100% post-consumer paper—get an admin to set this standard; Turn in assignments online (turnitin.com)

Vision: Less food waste both on and off campus.

Actions: Monitor food waste to figure out average food consumption. With this information the dining halls could produce roughly the amount that is needed and avoid excess food; Visually show people the amount of food waste in the dining halls. This could be by increasing the times that “waste buffets” are performed; Reach out to engineering students to create an app that the dining hall can use. The app could be an online ordering system that would give the dining halls an exact amount of food necessary by demand; Leftover food can be donated to students or local pantries *OR* could be sold at half price an hour before closing; Create more student involvement in campus committees; Reach out to dining hall supervisors and ask them to allow students to carry out more than “one dessert or one piece of fruit” if it is about to be thrown away. Collect food and give it to homeless downtown; Have restaurants create “after hours” food donation parties.

Vision: Decrease water waste.

Action: Substitute food items for crops that are less water intensive.

Vision: Students would like to be encouraged in waste related surveys.

Actions: Create committee announcements to get more students involved in committees; Outreach and incentivize student participation in the surveys.



From the artist: Water sachets are the most common mode of transporting and consuming treated drinking water in Ghana. Anywhere you go, you will find these plastic sacs littered on the ground. For one semester, I saved all my water sachets and taped them to a wall, building a 10-foot map of Afrika. Trash doesn't have to be trash; shift your focus to find the utility and beauty in your “trash.” Upcycle!

Art by Jacqueline Puliatti

Water Conservation

Water is a constant issue in California. UCSC uses 6% of the City of Santa Cruz's water, which is all sourced locally. 95% of Santa Cruz's water comes from local surface water and 5% comes from groundwater. The San Lorenzo River makes up 47% of the surface water supply. The only reservoir in the county is Loch Lomond Reservoir, which can hold 2.8 billion gallons. Due to the limited storage, years without normal rainfall necessitate water conservation measures.

UCSC was ordered to make a 25 percent reduction in water usage in 2015. It was easily achieved through measures such as limiting irrigation and watering, extensive signage in bathrooms, and the use of BEACON, a software which measures water usage and helps detect leaks.

However, after the "official" drought in the summer of 2015, many have grown less concerned about water conservation. This can be dangerous, especially when unforeseen events like damage to Newell Creek Pipeline in January 2017 put Santa Cruz at a temporary 30% water reduction.

Water conservation tips tend to leave out the biggest user of water: agriculture. In California, 90% of human-use water is used for agriculture, with about half going to animal agriculture only. Eating less animal products, especially beef and pork, will drastically lower your water footprint, yet it's often not listed as a water conservation step. For this solution to be accessible to all groups, fresh produce and healthy food must be made accessible to all communities.

Our watershed is closely linked with the Pacific Ocean. Pesticides and chemicals which run off will reach local freshwater and the ocean, and can cause algal blooms which harm plants and wildlife. Plastic pollution is a significant problem, and steps such as banning plastic bags in California are necessary to reduce its harmful impacts on our watershed.

Water pollution is a significant issue which also affects human health. Cowell Beach has health advisory signs posted and is rated as one of California's dirtiest beaches. Since all of Santa Cruz's

water is sourced locally, we can all play a major role in preventing pollution which could impact our drinking water and surroundings.

Access to clean water is a human right and a serious social justice issue. Cases such as Flint, Michigan prove that communities of color face more cases of unsafe drinking water. Sustainability must consider and act on injustices like access to clean drinking water.



Image by Dagmar Kuta, Droplets by Ami Gonzalez

Visions and Actions

Diet

Vision: Less meat and dairy in dining halls and more widespread vegetarian-based food days

Actions: Better vegetarian options in the dining hall; accessible information on the water, energy, and money needed to produce meat; signage in the dining halls; focus on environmental impact of eating meat; have a booth on how to eat vegetarian and vegan

and combinations you can make in a dining hall that act as a meat substitute; emphasize the many plant-based proteins; sign up to be a vegetarian for a day with a booth and get a prize; have a “promoting less meat” day; emphasize cutting out red meat (has the highest water consumption)

Vision: Language changes to encourage less meat consumption

Action: Change signs in the dining halls from ‘beef’ to ‘cow’

Infrastructure Updates and Research to Reduce Water Usage

Vision: Reduce water usage in the bathroom.

Actions: Use low flush toilets; use rainwater or greywater from showers for toilets.

Vision: Students put more pressure for information on water usage and evaluation

Action: Use student research and senior thesis projects

Vision: Capture rainwater and stormwater to use on crops, arboretum, and landscaping

Actions: Implement storm and rainwater captures under existing buildings at the arboretum; make a measure to provide funds to support this

Awareness & Education

Vision: Educate students about habits that conserve water.

Actions: Automatic sinks in the bathroom; more stories about how you’re hurting the waterscape by

not following instructions; have a timer and clocks in the showers

Vision: Improve regulations about water rights

Actions: Educate people about water rights; Campaign to change laws to have carryforward for water

Vision: More transparency on campus farm/garden water usage

Actions: Create a website tracking water usage; find alternatives to sprinklers; experiment with dry farming

Pollution

Vision: Clean up Cowell Beach

Action: Team up with an organization to do cleanups; invest in effluent pipes for the city; bring up issues about city cleanliness at city town hall meetings; promote the option of researching the clean-up for students; use research options like algae to clean it; create a Science Shop (part of university which uses research to solve community problems) and use Cowell Beach as an issue

Vision: Stop runoff of soil during the rain.

Actions: Plant more plants which will capture soil and prevent erosion; encourage students to stay on paved trails.



Letter from the Coordinator

Since November, I know many of us have been struggling. The ideals we fought for for so long seem to be crumbling on a national level, and the strides made in previous years seem to be taken away daily. It's easy to feel like the work we do is not making an impact. I wonder every day: how are we supposed to take on national issues when our own campus is unsustainable? I've questioned why I'm going to class to learn about chemical structures on days when urgent action is needed on items such as proposed bills to terminate the Affordable Care Act and the Environmental Protection Agency.

Yet, despite all this, I want you to know that you are important. The work you do is important. The ideals you are fighting for are important. For the next four years, it might not feel that way, but it still is. Any changes we can make, even the small ones, are still victories and are still progressing us to the equitable, just, and sustainable world we're all striving for.

Everyone's image of this world we strive for is different, and I invite you to create your own concepts of this world along with sustainability and environmentalism. As you read through the Blueprint, you may find some ideas you resonate with and others you don't. This is not only okay: it is wonderful. Our differences in experiences and perspectives are in my opinion what will bring the solutions we need to combat climate change and other issues. We need diversity. The field of environmentalism needs change. We can't continue with the same methods. We need creativity; we need connections.

This is where you come in. Challenge yourself. Think about problems in a new light. Talk to people you wouldn't normally talk to. Push the boundaries of what has been done before. Propose ideas which haven't been proposed before. Keep your head held high and continue to fight for what you believe in.



We are the solution. The problems we face can't be put off for another group or generation to solve. But we will prevail. Trust in yourself. Believe in yourself. Even when the news headlines are dire, continue creating, planning, collaborating, and innovating.

I wish you all the best in your endeavours; you can do it!

Kyra Fitz
Blueprint Coordinator and Student
Environmental Center Co-chair

Resources

General

Enviroslug (SEC, ESLP, CSC)
<http://www.enviroslug.org/>

University of California Mission Statement
<http://www.ucop.edu/uc-mission/index.html>

Student Agency Model Toolkit
<http://studentswithagency.ucsc.edu/>

Student Union Assembly
<http://sua.ucsc.edu/>

California Student Sustainability Coalition
<http://www.sustainabilitycoalition.org/>

United States Student Association
<http://usstudents.org/>

How UC Santa Cruz Became Unique (video)
<https://youtu.be/QA1kWUji8B4>

University of California Office of the President (UCOP)- Sustainability
<http://ucop.edu/sustainability/index.html>

Campus Sustainability Plan
http://sustainability.ucsc.edu/governance/files/CSP_2013_2016.pdf

Other Sustainability Office Plans:
<http://sustainability.ucsc.edu/governance/plans-reports/index.html>

“A Bird’s Eye” Budget Report
<http://planning.ucsc.edu/budget/Reports/profile2015.pdf>

California Constitution Article 9 (Education)
http://www.leginfo.ca.gov/.const/.article_9

Academics

Education for Sustainable Living Program
eslp.enviroslug.org

Committee on Educational Policy (CEP)
<http://senate.ucsc.edu/committees/cep-committee-on-educational-policy/>

Impact Designs: Engineering and Sustainability Through Student Services (IDEASS)
<http://sustainability.ucsc.edu/get-involved/jobs-internships/ideass/index.html>

California Master Plan (Major Features)
http://ucfuture.universityofcalifornia.edu/files/pdf/ca_masterplan_summary.pdf

Critical Pedagogy, Paulo Freire

One Size Does Not Fit All, Kathleen Manning

Energy

UC Carbon Neutrality Initiative (Proposed Efforts)
<http://www.sustain.ucla.edu/wp-content/uploads/carbon-neutrality2025.pdf>

UC Santa Cruz Climate Action Plan
<http://sustainability.ucsc.edu/governance/plans-reports/climate-action-plan.html>

Carbon Fund
<http://sustainability.ucsc.edu/get-involved/funding/carbon-fund/index.html>

City of Santa Cruz Climate Action Plan
<http://www.cityofsantacruz.com/departments/planning-and-community-development/programs/climate-action-program/climate-action-plan>

Press: UC to purchase solar energy, partner with Frontier renewables (2014)
<http://www.universityofcalifornia.edu/press-room/uc-make-large-purchase-solar-energy-partner-frontier-renewables>

Fossil Free UC
<http://www.fossilfreeuc.org/>

Partial win press release (2015)
<http://www.fossilfreeuc.org/partial-win-press-release>

Food Systems

Program in Community and Agroecology (PICA)
<http://pica.ucsc.edu/>

Center for Agroecology and Sustainable Food Systems (CASFS)
<http://casfs.ucsc.edu/>

Get Involved with CASFS
<http://casfs.ucsc.edu/farm-to-college/how-to-get-involved.html>

Students for Organic Solutions (SEC Campaign)
<http://sec.enviroslug.org/students-for-organic-solutions.html>

Friends of Community Agroecology Network (FOCAN)
<http://focan.weebly.com/>

Green Building

Green Building Working Group (Sustainability Office)

<http://sustainability.ucsc.edu/topics/Buildings.html>

Green Building Campaign (SEC campaign)

<http://sec.enviroslug.org/green-building.html>

Physical Planning and Construction

<http://ppc.ucsc.edu/>

Green Purchasing

Cruzbuy

https://financial.ucsc.edu/Pages/Launch_CruzBuy.aspx

Green Purchasing Guide

https://financial.ucsc.edu/Pages/Purchasing_GreenPurchasing.aspx

Land, Habitat and Watershed

Long Range Development Plan (LRDP)

<http://lrdp.ucsc.edu/>

Local Wikipedia on LRDP

https://localwiki.org/santacruz/UCSC_Long-Range_Development_Plan

Planning Studies

<http://ppc.ucsc.edu/planning/planningstudies.html>

Student Housing West 2014-15 Study

<http://mediafiles.ucsc.edu/ppc/studies/11125Housing.pdf>

Capital Planning (Budget for Potential Projects)

<http://www.ucop.edu/capital-planning/resources/2015-25-capital-financial-plan.html#ucsc>

Land, Habitat and Watershed Working Group

<http://sustainability.ucsc.edu/topics/Land,%20Habitat,%20Watershed.html>

Save Upper Campus

<http://saveuppercampus.org/>

City of Santa Cruz Planning and Development

<http://www.cityofsantacruz.com/departments/planning-and-community-development>

Growth Magazine—Student Produced, On Campus Expansion (2013)

<https://resisdance.files.wordpress.com/2013/06/growth-draft1-copy.pdf>

PRESS

NY Times: As college grows, a city is asking: “who will pay?” (2007)

<http://www.nytimes.com/2007/01/19/us/19campus.html>

SC Sentinel: LAFCO approves new water policy:

Cities sought to dilute rules for expansion plan (2011)

<http://www.santacruzsentinel.com/article/zz/20110203/NEWS/110208084>

SC Sentinel: Court ruling invalidates Santa Cruz’s EIR aimed at UCSC growth (2012)

<http://www.santacruzsentinel.com/20121127/court-ruling-invalidates-santa-cruzs-eir-aimed-at-ucsc-growth>

SC Sentinel: UC Santa Cruz growth plans have implications for reset water supply debate (2013)

<http://www.santacruzsentinel.com/general-news/20131116/uc-santa-cruz-growth-plans-have-implications-for-reset-water-supply-debate>

UC Natural Reserves

<http://ucsantacruz.ucnrs.org/>

Arboretum

<http://arboretum.ucsc.edu/>

Social and Environmental Justice

Disorientation Guide (2012)

<https://www.indybay.org/uploads/2012/10/09/disorientationguide2012-digital.pdf>

POC Sustainability Collective

<http://airc.ucsc.edu/student-resources/POCsustainabilitycollective.html>

Engaging Education

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

Chicano Latino Resource Center

<http://elcentro.ucsc.edu/>

African American Resource and Cultural Center

<http://aarcc.ucsc.edu/>

AARCC Student Organizations

<http://aarcc.ucsc.edu/student-life/student-orgs.html>

Afrikan Black Coalition

<http://afrikanblackcoalition.org/>

Asian American/ Pacific Islander Resource Center

<http://aapirc.ucsc.edu/>

American Indian Resource Center

<http://airc.ucsc.edu/>

Cantú Queer Center

<http://queer.ucsc.edu/>

Practical Activism

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

Office of Diversity, Equity and Inclusion

<http://diversity.ucsc.edu/>

PRESS (HOUSING)

UC to dramatically boost California student enrollment (2015)

<http://universityofcalifornia.edu/news/uc-dramatically-boost-california-student-enrollment>

The Daily Californian: University slacking on student housing (2016)

<http://www.dailycal.org/2016/01/22/university-slacking-on-student-housing/>

City on a Hill Press: Building Blocks (2016)

<http://www.cityonahillpress.com/2016/02/26/building-blocks/>

Transportation

Transportation Campaign (SEC)

<http://sec.enviroslug.org/transportation.html>

Transportation and Parking Services (TAPS)

<http://taps.ucsc.edu/>

Transportation Advisory Committee

<http://sustainability.ucsc.edu/governance/committees/transportation-advisory-committee.html>

UC Santa Cruz Bike Library

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

Waste Prevention

Waste Prevention Campaign (SEC)

<http://sec.enviroslug.org/waste-prevention.html>

Green Labs (Sustainability Office)

<http://sustainability.ucsc.edu/get-involved/student-projects/green-labs/index.html>

Zero Waste Team (Sustainability Office)

<http://sustainability.ucsc.edu/get-involved/student-projects/zerowaste/index.html>

Waste Prevention Progress Updates

<http://recycling.ucsc.edu/zero-waste-2020/index.html>

Recycling and disposal guide

<http://ehs.ucsc.edu/programs/waste-management/recycling-disposal/index.html>

Water

Drop Your Own Drip (DYOD) (SEC Campaign)

<http://sec.enviroslug.org/drop-your-own-drip.html>

City of Santa Cruz Water Restrictions

<http://www.cityofsantacruz.com/departments/water/city-water-commission>

Stormwater Management

<http://cleanwater.ucsc.edu/>

Take Back the Tap (Common Ground)

<http://kresge.ucsc.edu/commonground/activities/take-back-the-tap.html>

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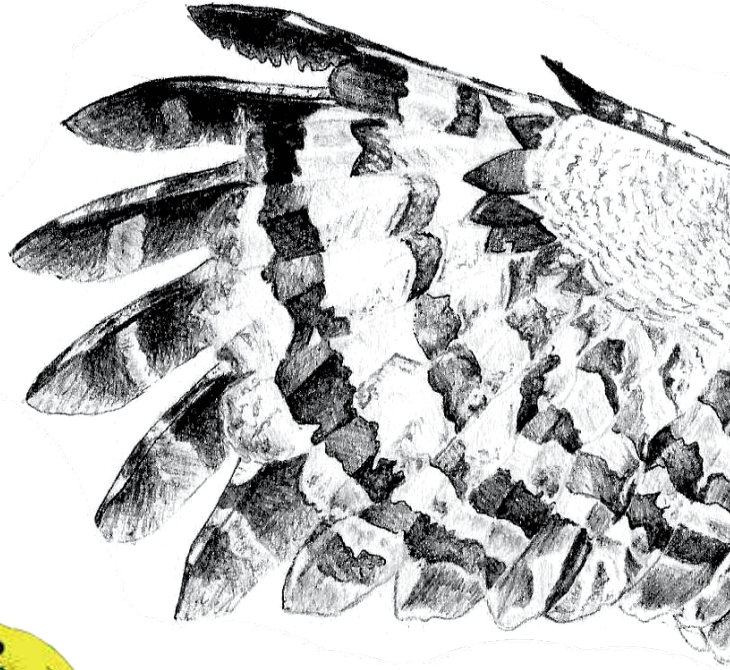
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Fall 2016 Enviroslug Members

Image by Sofia Vermeulen





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