THE BLUEPRINT FOR A SUSTAINABLE CAMPUS



5TH ANNUAL CAMPUS EARTH SUMMIT MARCH 10, 2006

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Introduction

On March 10,2006 over 200 people gathered for the 5th annual UC Santa Cruz Campus Earth Summit. Hosted by the **Student Environmental Center**, this annual event brings together campus and community members to further campus sustainability efforts. At the summit participants convened seven Working Groups to envision sustainability projects and actions for the upcoming year. The ideas generated were compiled into this document, **The Blueprint for a Sustainable Campus**. The Summit is designed to produce this Blueprint, inspire the groups to continue working together, and to further their goals throughout the year.

Highlights of the 2006 Summit included opening comments by **Chancellor Denice Denton**, as well as the launch of UC Santa Cruz's first **Campus Sustainability Assessment**. As a zero waste event, the Earth Summit featured a local, organic lunch, recycling and composting efforts, and literature printed on recycled paper.

On the following pages you will first find a brief summary of each topic group's goals followed by the detailed ideas generated by each group.

Working Group Summaries

Waste Prevention

This group focused on campus waste prevention and recycling efforts, electronic waste at UCSC, and composting programs on campus. The action ideas generated by this group included: 1) Launching an education and outreach effort to raise student awareness and stimulate student involvement in compost and waste prevention efforts, 2) Forming a committee to help connect and coordinate waste prevention initiatives across campus (including a subcommittee on electronic waste prevention), 3) Collaborating with UC faculty and administrators to integrate waste prevention into curriculum and campus operations (e.g. UCSC dining halls). The group did not schedule a future meeting, but created an email group to communicate and network.

Transportation – Moving People and Things

The transportation system on campus has received a lot of attention for a long time. The Metro provides frequent bus service off campus and students account for 20% of its ridership. The diesel shuttle busses now run on B20 biodiesel. A pilot biodiesel plant is operating on campus with used cooking oil from the kitchens. The bicycle plan is expanding with e-bikes parking for free (pending). A car share program has been proposed and should get started this year. A transportation and greenhouse gas policy has been brought before the Regents for their consideration. More education and funding were proposed as next steps.

Food Systems

This group focused on student education and outreach efforts, as well as the continuation and expansion of policy changes in the UCSC campus food system. The action ideas generated by this group included: 1) Creating an annual publication (Campus Food Guide) to detail opportunities for students to get involved in UCSC's food system, 2) Connecting students and student groups with the UCSC Farm and Garden, and with community groups, and 3) Working to include organic dairy, grain, and meat in the Sustainable Purchasing Guidelines currently used for purchasing produce. This ongoing group continues to meet on a quarterly basis, with subgroups (Education/Outreach and Policy/Guidelines meeting throughout the quarter).

Long Range Campus Planning

This topic generated a lot of interest with the revised LRDP being finalized. Much discussion centered around how the community could add 6,000 students and supporting faculty/staff. The importance of green building strategies was emphasized along with preservation of open space. Renewable energy was highlighted as well as stormwater issues. Ongoing meetings were suggested and coordination with CLUE agreed upon. Next meeting will be April 4.

Green Purchasing

This group was meeting for the second time and produced many ideas including working with OP and other campuses to define the 'greeness' of products, educating the students and staff to increase awareness of recyled products that are available, identifying green products that are available with CRUZBUY and adding a 'dashboard' on CRUZBUY to highlight green products and report on each department's percentage of participation. 3rd party certification programs should be researched and adopted to create a UCSC list of favorable items. E-waste has now become mandatory so the campus needs to set up a program to recycle items.

Green Building and Renewable Energy

This was the largest group of the Summit with many staff members attending. Much time was spent explaining what had been done to date including the Regents passing of the Green Building and Renewable Energy Policy. The campus has already done a lot to be in compliance but funding for full compliance is a problem. Retro-commissioning of existing buildings should be done as well as more awareness campaigns among the students and staff. The students have passed a fee to purchase green energy tags for the whole campus. Photovoltaics are being pursued through systemwide funding. Other ideas included reaching out to primary schools, cooperating with the City on green standards and billing the individual apartments for their use.

Environmental Injustice and Social Inequality

This session was focused on improving the awareness and cooperation Of the faculty, students and administration towards social justice and minority representation. They identified where weaknesses occur and listed many steps that can be taken to improve diversity. Areas of focus were on the administration and the ESLP/ART programs. External issues were also discussed.

WASTE PREVENTION

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Where are we now?

- Chris Moran: City of Santa Cruz has vermin composting promotion—discounted compost bins for Santa Cruz residents. Call 420-LESS for information.
- SC county pilot in-vessel system at Buena vista landfill)
- Current Dining Services event, "Bistro By the Bay" is a sustainability dinner that includes zero waste and local/organic food. Perhaps more events like this.
- Kendall (participant) completing E-waste senior exit project with Silicon Valley Toxic Coalition.
- Bill SB20 all institutions cannot throw away, ewaste; it gets processed or recycled in other countries or in prisons - it is now illegal to throw away e-waste
- Long marine lab teaching kids about ocean waste + keeping marine areas cleaner/healthier
- PICA (Program in Community and Agroecology) fundraising for \$3000 to expand composting system at PICA, including outreach + paid internship position to manage this
- Need to find outlet for surplus compost ---> landscaping?
- Have some successful case studies (e.g. approx. \$10,000 saved at Dartmouth b/c of composting)
- College 8 Waste Reduction program (student led program to reduce waste and compost through dorms and apartments)
- Pulping machine at College 8 Dining Hall successfully reducing food waste
- No staff or money to coordinate battery recycling, despite law not allowing batteries to be thrown away.

Action Ideas:

- Student surveys on waste
- Education of students where power comes from, where waste goes
- East side location of campus for composting?
- Identify key players for steering committee and subcommittees
- Beach clean-up
- Integrate education/experience on waste prevention in freshperson orientation programs and in curriculum
- Work with Dining Services (already working on greening the food in the dining halls, include waste prevention)
- OUTREACH volunteers, more events! (trash art fashion show! mascot, public displays in quad, trash art contest, worm benches, trash audit, trash dunking, offer bins, garage sales)
- Alternative to punitive measures for students who are written-up the dorms (punishment eased if they volunteer with waste prevention of some kind)
- RESEARCH for a draft proposal to DHs to invest in some kind of composting system/write grant
- Build network of campus gardens
- Required community service for students
- More dorm/apartment composting
- Strengthen contacts with other schools/communities/programs (more networking!
- Form an e-waste subcommittee
- Work with Joe's and other on-campus restaurants
- Craft coalition/center for creative reuse :)/ student thrift store
- Garbage stations centralized locations with diff bins for: compost, reusables/repairables, paper, glass, cans/scrap metal

Next Meeting/Next Steps:

- Form a yahoo group (done!)
- No next meeting scheduled at this time

Transportation- Moving people and things

Stakeholders

Students, faculty, staff, TAPS, Crown Student Services, UCSC Biofuels CO-OP, Santa Cruz Metropolitan Transit District, bicyclists, PPC, bus drivers, community members, Food Systems delivery, transit riders, low income.

Where Are We Now?

Much has been done with regards to MANY specific programs, i.e....

- biofuels production facilities
- why students aren't walking
- carshare
- educate
- post more signs, etc, etc

UCSC students are 20% of county-wide Metro riders.

<u>Biofuels Coop</u> working on pilot study: Small scale biodiesel processor to power farm equipment and beyond (loop busses, etc.). TAPS shuttles carry 10-12K people/day, they use biodiesel formulation B20.

ESLP action research team to build processor. Need a location! Working on logistics

Env. Studies class 158: Campus dining hall used cooking oil- How much are we purchasing? Where does it go?

TAPS burns 60K gallons of diesel/year. The biodiesel comes from Richmond. Pacific Biodiesel? Biodiesel approx. \$1/gal. more than regular.

Bicycle plan is under development: This would include bike storage and parking, showering services for cyclists and ebike users but not gas-powered cycles, 'EGO' electric scooter would be able to park on campus w/o a parking permit (A draft plan is available on TAPS website, but is still waiting formal approval)

Car pooling education. The average rider per vehicle is increasing, what can we do to encourage this to continue?

Car-share program (car ownership/rental program): This proposal is a co-op like system where you reserve a car online, user's pay hourly fee (projected cost- \$7.50-8 per hour or about \$60/day) or pre-pay. Drivers currently need to be 21 or over, eventually the age will drop to 18 and over. Cars may be hybrid gas/electric. Program costs approx. \$70-75K/year. Funding from student groups? (Ask Teresa Buika at TAPS . . sounds like it will happen by the end of the quarter for 18+ . . CSC pitched in \$15,000 for pilot program)

Minimize impact, every square foot costs! Work toward a pedestrian-core campus, no 'kiss-and-runs'

Move UC: Statewide sustainability policy worked to get passed

- Transportation and greenhouse gas emissions recently brought to table
- <u>UCOP</u>- if requirements come into effect, money will be an issue. One natural gas bus-\$350K! Need money! Increasing requirements for the fleet vehicles.
- UC campus system, with huge purchasing power can demand more efficient and environmentally friendly vehicles.

Action Steps

- Add incentives to make sustainable transportation more desirable
- Biodiesel production facilities at central campus and base of campus need to happen!
- Create more effective use of waste oils from dining halls and cafes
- Discourage cars on campus
- Education and outreach: what other options are available aside from parking permits? (in car parking meters are coming . . a new way to pay and influence demand)
- Maybe a regular bulletin/news letter, reach out to others- CRE's
- Implement carshare
- Late night escort services for students, safety around McHenry
- More funding from State and/or UCOP needed
- More direct shuttle routes with fewer stops. Currently it is more convenient to use busses
- Need more east side transit service.
- Need walking maps at bus stops, they could include walking times.
- Ride-bike to work/school day, more promotion, better safety and security for bikers
- Work with our Chancellor

What's Next?

- Develop an event
- Newsletter, possibly
- Possible internships through TAPS
- More transportation group meetings would be helpful
- Need to make 'spirit' of the Earth Summit last throughout the year
- UC/CSU Sustainability Conference June 25-27
- Student Union Assembly (SUA) meeting 6-8pm; conference room D; Baytree Bookstore
- ESLP...build on ideas to make things more public
- Need more education and student involvement of transportation issues
- TAPS website includes minutes from past meetings
- Did you know? Monthly bulletin would be helpful. Make it a consistent color scheme so easily identifiable.
- Ties to other sustainability committees on campus
- Bike lane improvements on Bay and High Streets, more bicycle security on campus, i.e. lockers?

Food Systems Working Group

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Participants/Stakeholders: Ali, Lyle, Marley, Nancy, Tim, Chloe, Terrence Welch, Jim Leap, Ben, Nick, Skip, Sara, Hilary, Julie

Food Systems Working Group includes representatives from:

- The Center for Agroecology & Sustainable Food Systems (CASFS)
- Community Agroecology Network (CAN)
- Community Alliance with Family Farmers (CAFF)
- Students for Organic Solutions (SOS)
- Program in Community & Agroecology (PICA)
- Campus Purchasing
- Education For Sustainable Living Program (ESLP)
- UCSC Campus Dining Services
- Friends of the UCSC Farm and Garden
- Faculty Members
- Monterey Bay Organic Farming Consortium (MBOFC)
- Graduate and undergraduate students at UCSC

Where we are now

*For a more comprehensive history of the Food System's Working Group's origins, accomplishments, and programs, please see the Appendix at the close of this document

- Today, all five UCSC dining halls and the University Center's Terra Fresca restaurant serve certified organic produce every day of the week.
- Growers from the seven local farms that make up the Monterey Bay Organic Farmers Consortium (MBOFC)—including the campus's farm—pool their produce through the Agriculture and Land-Based Training Association (ALBA) in Salinas to sell to UCSC Dining Services.
- Each year the Food Systems Working Group reviews the goals and guidelines for the campus food system in collaboration with Dining Services, making necessary adjustments based on student demand and local supply capacity.
- The goals for 2006/07, which included increasing the value of "sustainable" produce purchased by Dining Services from 5% to 10% of the total value of produce purchased, have already been exceeded, with the total now 15%. The goal for 2007/08 is to increase the value of produce purchased by another 5%, from 15% to 20% of the total.
- This year's goals also include soliciting an organic dairy vendor and contracting
 for a minimum of 5% of the value of all dairy purchased by Dining Services from
 this vendor. Next year the FSWG would like to see Dining Services initiate a
 process to contract with a vendor(s) to provide other sustainable animal products
 (in addition to dairy) to UCSC dining halls.
- Organic, Fair Trade Coffee is now served in all UCSC dining halls, through a partnership with the Community Agroecology Network.

- Education and outreach to students have been essential to fostering student demand for local organic food and a sustainable campus food system. Over the past year, the Food Systems Working Group's educational outreach activities included hosting three local organic College Night dinners, arranging "Growing in season" tastings with Dining Services staff and local farmers, offering regional farm tours and organic taste tests for students and staff, and hosting international speakers (including Vandana Shiva) to speak about sustainable food movements in their countries, amongst others.
- Leaders from UCSC's FSWG also launched a statewide student led campaign (UC Foods) to work with the Regents to create a Sustainable Food Systems Policy for the entire UC System, and to build student, staff, and faculty involvement in each campus' food system.

Outreach & Education

- Educate students about benefits of mushrooms and mycology
- Expand opportunities for connections and collaborations between the Program in Community and Agroecology (PICA) and the Center for Agroecology and Sustainable Food Systems (CASFS) (e.g. internships and course credit).
- Integrate undergraduates into the CASFS apprenticeship program.
- Launch farm cart for PICA.
- Create cooking classes and a recipe collection.
- Create, publish, and distribute Campus Food Guide.
- Integrate students into the Community Supported Agriculture (CSA) program at CASFS.
- Host a "Taste of UC Santa Cruz" in the Fall.
- Connect campus efforts to Santa Cruz Food Systems Network, and other community based groups.
- Find ways to connect students to the field work at CASFS.
- Connect FSWG efforts to Latin American Studies through education and outreach efforts (e.g. "Voices of Watsonville").
- Raise awareness about Fair Trade bananas and rice (e.g. via an event in Spring).
- Host a documentary and dinner event, featuring "Ripe for Change."
- Community Agroecology Network host a documentary event regarding fair trade, with guest Sam Farr.
- Encourage and educate students on the benefits of buying in bulk.
- Install sustainable food book cart/literature alcove in dining halls.

Purchasing & Guidelines

- Address social justice/worker supportive criteria (e.g. examining certification processes like the Food Alliance in Oregon).
- Continue to examine options for Organic Dairy bid (Organic Valley vs. Clover Stornetta)
- Incorporate grain purchasing into sustainable food purchasing guidelines.
- Work with dining services to make students aware of purchasing guidelines and practices (e.g. student field trips to farms).

• Research feasible sources for sustainable beef (Harris Ranch vs. Morris Ranch?)

Appendix/Addendum

Reference documents (to be included in appendix)
Cultivar article on Campus Food Systems
Food Systems Working Group Conceptual Map
Sustainability Service Projects, College 8, UCSC

Long Range Campus Planning

Participants/Stakeholders

Student Planning Group, City Council, County Board of Supervisors, CLUE, LRDP, Strategic Student Involvement Work Group, Housing Co-ops, Berkeley Student Body, Trailer park, Campus Housing, Undergrad Students, Students not able to attend college, Planning & Budget, Campus Planning, Long Range Campus Planning Office, EH &S, Regents, CSC, SEC, CSAC, CSSC, Staff, ESLP, Residents on Campus, SOAR, Community (on campus & off campus), Alumni, Future students, Faculty, Ecosystem Consultant

Where Are We Now?

- Entitlement- these plans don't manage the campus's growth, it just entitles the campus to move forward
- Campus construction on existing land
- Increasing Student Population
- Long Range Planning Management Process
 - Main Campus
 - ♦ Creates a cap of 21,000 instead of 15,000 students
 - Regents are considering the UCSC plan for approval this summer
 - ♦ EIR- the City has had objections to the EIR legality of water, housing, and traffic mitigation
 - Campus making re-comments on community comments
 - Host of Off-campus community Concerns
 - Marine Science Campus (100 Acres) (been going on twice as long as Main Campus land)
- ❖ Long Range Development Planning Processes currently being wrapped up
- ❖ Housing and student Rent-cost of living are important considerations
- Sensitive areas include upper campus and Native American locations
- ❖ CLUE: Coalition for Limiting University Expansion activities
 - Given notice of intent to sue the university on the violation of the Clean Water Act
- Funding of universities going towards state assisted instead of state supported

Other Ideas

- Concern that Colleges 11 and 12 may be built on land occupied by the Trailer Park and Campus Ecosystem
- More Roads being built on Campus
- Evolving transportation utilizing the bus system, etc.
 - No way of funding infrastructures, process for getting money focuses on getting money for buildings but not paths/transportation around it
 - It takes money from building projects to have it for infrastructure, transportation, paths etc.
 - Berkeley- bicycle transportation model
- ❖ Green Building techniques should be integrated into new plans
- Options for Alternative Living should be considered
- Energy Conservation looking into renewables with goal of having energy independence
- Funding for parts of infrastructure and certain buildings seems to be put on Studentsthis increased price limits access to education
- Equity of staff and faculty wages, how to sustain the people working in the buildings

- Growth changes the campus experience
 - Support services change how do students get the help they need
 - Staff and faculty ratio to Students change impacting class size etc.
 - Can you expand in size and hold on to the quality of education, support and lifestyle?
- Academic Programs are adjusted as growth occurs
 - How does the diversity of programs change
 - ♦ Funds currently going towards science
- Phasing of development
- ❖ How is the City going to commit itself to a healthy UC City relationship
- ❖ City redevelopment may need to occur to accommodate UCSC growth
- How about affordable housing expansions
- Open space technology
 - New facilitation techniques
- Other types of planning going on: Necessary to understand bigger planning that is going on
 - Campus Sustainability Plan
 - Blueprint for a Sustainable Campus
 - Sustainability Assessment
 - Curriculum Plans core course curriculum planning
 - UC Master Plan
 - Master plan for higher education in California
 - WASK?
 - UN planning

Actions Steps

- In the Works- What happened in the past and will be worked on again
 - Area Plans will be created after the General LRDP
- ❖ Outreach, publicity, education, agency → involving others

My Ideas:

- Increase bus ridership and student services as part of growth process
- ❖ Encourage additional water conservation and housing → outreach and technical change
- ❖ Outreach and publicity with LRDP → make it easier to follow!
 - Distribute flyers, classroom announcements
- Increased Education about LRDP itself and also the issues (ex. stormwater)
 - Educate both students and faculty about LRDP
 - Student awareness, public info campaign, student teach-ins
 - Student group that meets about LRDP, encourage intentional interdependence between students and LRDP and sustainability efforts
 - Engage campus clubs to incorporate LRDP and sustainability
 - How to engage student body effectively in LRDP planning
 - Open Forums?
 - Email Updates / Website?
 - Do most students care? Polls /outreach?
 - Tools for lobbying and action: workshops
 - Student representatives of LRDP who focus on outreach
 - Office hours, website, emailing, forums, class announcements, etc
- Clarify the organizational structure of LRDP

- ❖ Webforum, E-zine, digital access to LRDP
- Include natural landscape design in planning
- Campus ecological restoration
- Garden and sustainable food systems promotion
- Include resource conservation as part of planning process
- ❖ Survey → focus on issues of growth! Break it down, make it accessible, divide into parts that people can grasp and are important to them

Next Steps/Meetings

- Bi-weekly for general meetings
- Weekly meetings to plan general meetings
- Next Meeting: April 4th-7th
- Meet quarterly?
- Monthly?
- Email list-serve for info-sharing
- Newsletter; quarterly, monthly, etc
- Plan an event that is educational
- Form a student group?

Green Purchasing Working Group

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1) Why are you interested in Green Purchasing?

- Green products should be standardized by OP.
- Improve effectiveness of green purchasing, enlist CEOs.
- It is a new idea. We need to network and open things up; like FSWG.
- Find green products for the labs to use.
- Needs more education of the consumers. Coding or 3rd party certifications.
- Campus needs to set goals and have green products highlighted and mandated.
- Learn about the market power of UC in buying IT equipment that is more sustainable.
- Granite Rock was represented, seeking to learn what green qualities they should add to their products.
- Increase participation of students in campus purchasing policies.
- Contact marketing directors to encourage better packaging. Less waste.

2) What have we accomplished so far?

- UCOP issued a new directive in October to the EH&S departments to include reducing pollution and making purchases more sustainable. (?)
- Food purchasing has exceeded its goals of organic and local.
- Van Pool vehicle runs on natural gas.
- CAN coffee is purchased for the campus. Has a research component in Costa Rica for UCSC interns.
- Radioactive waste has been greatly reduced. Researchers are encouraged to use chemical tracter instead of radioactive tracers.
- EH&S has a database of all chemicals so that other researchers can borrow some if they only need a little bit. Reduces duplicate storage and inventory.
- Physical Plant purchased more efficient equipment whenever possible to upgrade aging equipment (boilers, chillers and pumps).
- Physical Plant is using all recycled paper.
- Physical Plant custodial supplies are becoming less toxic.
- Improvements made on reusing computers and other e-waste.
- Double-sided printers have been put in McHenry. Not used much. We need to educate!

Last year's ideas were:

- Create a guide to how purchasing decisions are made, helping make the process transparent so that we can work collaboratively with students, staff, workers, and administration. Find ways of informing campus about changes in purchasing processes.
- Work with E-procurement to include "whole cost" or "life-cycle cost" price indicators along side the purchase price; using the purchasing website as a green product marketing tool
- Educate people on campus about green purchasing products available and impacts
 of buying what they buy. This may include seminars, collaborative sessions, green
 product fairs, or distributing educational materials. Collaborating with green product
 manufacturers could be useful.
- Collaborate specifically on recycled paper, with the goal of all departments using at least 30% post consumer paper as the default.
- Form an ongoing green/responsible purchasing collaborative working group
- Make the commodity chains that bring products to UCSC and then dispose of them transparent
- Provide a baseline training to purchasing personnel
- Encourage the dining hall to purchase uniforms that are not made in sweatshops (no child labor, no violence in the workplace, basic right to organize) when they make their big purchase this spring
- As a part of bid process, ask suppliers to provide additional discounts for green products, and to include information on new sustainable products and educational materials.
- Get student interns or work-study positions in the purchasing department
- Leverage collective buying power to bring down the price of green and responsible products with an allocated % of acceptance of higher costs
- Student representation on campus strategic Sourcing teams
- Address the overall commitment of the campus to buying recycled products
- Strategize on spreading the Community Agroecology Network (CAN)'s fair trade direct coffee to other campuses
- Understand how UCOP regulates preference for socially responsible products (i.e. sweatshop-free), and strategies for promoting socially responsible purchasing (certification, changing UCOP guidelines)

3) This year's goals are:

- Install multi-bins around campus to collect e-waste. Contracts need to be set up to ensure proper disposal.
- Develop standards for battery use to choose the "best" one for each application.
- Students could work to investigate/verify a company's claims of sustainability.
- Research/provide baseline data for green standards.
- Educate users on the use of double sided printers.
- Future purchases of vans could use biodiesel.
- Hire a Green Purchasing Coordinator.
- Have senior administrators issue directives to buy green products.
- Encourage a systemwide collaboration to determine what green products are.
- Measure how much recycled paper we use. Require departments to use more.
- Keep this working group active throughout the year, like FSWG.
- Fund a student intern to work in Purchasing.
- Come up with a definition of "green" for our campus, and for OP
- Once we establish our standards, notify the suppliers.
- Educate students on greenness. Offer the subject in their coursework.
- Design and print pamphlets to give out in the res. halls.
- Start a student research group (ART?) to determine the quality of the 3rd party certifiers.
- On Cruzbuy website have a green dashboard to highlight green products
- Query the Cruzbuy database to find the highest volume purchases. Start the greening process with those items.

4) Where does the group want to go next?

- .Meet at least once in the Spring Quarter to:
- Create a definition of "green" products.
- Research what "green washing" is and where to watch for it.
- Add "green purchasing guide" to Cruzbuy.
- Add "green dashboard" to Cruzbuy and list % of green purchases there for each department.
- Design, print and distribute green pamphlets on campus.

Green Building and Renewable Energy

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Stakeholders: SEC, Students, Alumni, local designers, architects, UCB sustainability interns, USGBC, CAN, CSC, UCOP, CPSM, CalPIRG, Physical Plant

Where are we now? / What do people want to see?

- Matt St. Clair:
 - Green Building and Renewable Energy Policy has been adopted by the Regents
 - System wide range from 20-35 LEED points At UCB, there will be a LEED for an existing building project. Forming a system wide working group to help students implement the policy. There will be LEED working groups that will help the administration.
- Frank Zwart: The campus has always had a strong record with energy conservation.
 - Co-generation system generates electricity and takes the heat made from that and puts it back into the buildings.
 - I see the policy as a continuation of what has been a long movement and a strong commitment by the Physical Plant.
 - For LEED points, we will strive to have certified at minimum or silver where possible.

- Storm water and run off is a huge issue at UCSC.
- The next building baseline will be the biomedical building, which will use a lot of energy.
- The expansion of the student health center will meet the green building standards as well. Implications to planning and budgets.
- Robin Draper: We are starting design in July for the biomedical building.
 - The biggest issue that is facing us is funding. We were not able to get LEED certification because of budgetary constraints. Looking for ideas for other sources of funds to enhance the building and have third party commissioning.
- Daniel Young:
 - Problems with cooling of computers- building systems are run for longer for just a few room(s).
 - Would like to see the grouping of like people for like needs. Wants to educate about cooling systems. We are already looking very closely at our energy use, monitoring with meters, and surveying existing uses.
- Patrick Testoni: if you can't monitor it, you can't manage it.
 - By monitoring the energy use, we can use the tools and technology to reduce energy use. Less interested in the solar panels, but in the Utilities that are behind the scenes. Looks at new technologies, which are more energy efficient. Can turn ideas into realities! Working with UCOP to get photovoltaics on campus. Cogen system, centralized condensing system (saves water) instead of having chillers in each building- instead it is centralized in one area. The big issue of life cycle costs has gotten a lot of support for metering- water management. New technology has allowed use of higher-level energy management systems. Allows more access to building management.
- Ilse: working on retro commissioning of existing buildings.
 - Not glamorous, but really where the savings are. Evaluating two types of waterless urinals, see which one is better. To cut down on water use, we have computers to monitor irrigation. Use our resources in a natural environment, natural plants that don't need water. We do the cost benefit analysis, to make sure we are saving enough- unless we do not implement the idea. Staff at physical plant- has one certified LEED; other UCOP workshops on LEED are being attended by our staff- highly motivated and committed staff. The obstacle is the funding. PG&E is also funding energy conservation. Has funded the physical plant- half a million to 3/4 million dollars of funding from PG&E. Energy bill on campus is in the deficit, thus everything we save is helping get us out of debt.
- Marcia Winslade: The City of Santa Cruz has adopted a resolution to commit to green building standards- happening parallel with UC green building policy.
 - Look at teaching a Green building class on campus.
 - Wants to see the reuse of grey water on campus.
- USGBC: Growing commitment to raise awareness of existing building certification.
 - Huge connection for resources, especially in existing buildings.
 Interested in the idea of funding: wants to see UCOP looking at pilot ways to look at budgetary constraints and third party certification. Looking at how do you take the best of LEED and do the things that really make sense for the building. Title 24- internal commissioning as well. USGBC is definitely a resource to this campus.

- Lana: I would like to see retrofitting
- Tommaso Boggia: working on the ballot measure for greener energy.
 - UPDATE: Ballot initiative passed. 100% of our energy purchases offset with green-tags purchased by students.
 - ON CAMPUS; students do not understand green building, but are supportive of sustainable actions. Education is important.
- Marilyn Crenshaw: Visibility of consumption and awareness.
 - Student's internship/participation process: imagine every building having a monitor system- instant user feed back for water and power use.
 Needs to be basic and user friendly. Would raise instant awareness of green building and energy consumption. Would also help management monitor the consumption.
- Matt St.Clair: campuses are beginning to do this: but budgetary constraints are strong. Instead, we can print out something from the monitoring effort and post it on the building.
- The issue of our campus lagging behind other UC campuses is an embarrassment to some. We must look at site selection-building here is a lot harder then at other flat campuses. Aiming at silver certification, but it's the financial hurdles that constrain us.

Action Steps:

- Increase visibility of consumption- student awareness of energy and water use.
- Student internships for purchasing green materials.
- Wants to see natural buildings on campus built and used by students as hands on learning experience.
- Teaching green building classes
- In new buildings, separation between black water with grey water. Developing chemical awareness of drainage and how it effects the environment. Wants to see collection and reusing of grey water in addition to the generalized theory of using less water.
- Overall need for more funding.
- Looking beyond campus at other communities. Have students looking at ordinance and protocol of new buildings in the neighboring communities. What is being required in other places. Pilot of building project here on campus to look at life-cycle costs. Commitment to track all costs from following LEED and the savings you get from it. Use this as a champion to fund buildings, as a model for the new buildings in the work.
- Student internships- using us, taking advantage of our abilities. Using them as student activism.
- Learning about energy consumption living on campus. RA programs on campus to teach students about consumption
- Monthly report through email to inform students about energy consumption. Can create competition between Colleges in energy saving.
- Creating education in children. Gifted and Talented education
- Use student money to have a green cyclical fund. Student money could start the fund, and then the money could be recycled instead of putting up money every year.
- Eco-Charrettes- insuring everyone has the same vision for the building.
- Support for LEED analysis of existing buildings on campus.
- Look at other campuses for inspiration- both in buildings and student involvement
- Identify alternative sources of funding and apply for funds.

- Identify specific student projects- have the staff be creative about how the students could help us.
- Student involvement with actual implementation of energy conserving appliances and our wasted energy usage.
- Using Matt and his broad range of knowledge as a resource. Sharing ideas.
- Similar uses in common areas. Computer applications. Students groups could be involved with the limits of the building controls and create new technology in this area.
- Grey water implications. Would like to collect rainwater for irrigation of the east fields
- Improve ways of soliciting student involvement.
- Launching an awareness campaign. Student research and communication.
- Education needs to be supported by students. Especially, for young children in primary education.
- Timer switches on lights. Programmable thermostats
- Sending electricity bills to all students on campus
- Making posters of energy use for each building.
- More motion sensors for lights.

Environmental Injustice and Social Inequality

Facilitators: Aleah Lawerance-Pine, Elias Naser, Lesley Wilcox

Participants/ Organizations represented:

SUA, ESLP, CAN, PICA, Sociology Department, Environmental Studies Dept., Silicon Valley Toxins Coalition, STAND, SEC, Comercio Justo, HOW, Recycling, SOAR, ESOC

Stakeholders/ Who is missing from this conversation?

- Politics Department
- People representing orgs dealing with in-justice issues
- LALS Department
- Administration→ resource allocation, faculty hiring (mindful of tokenism)
- People who aren't necessarily focused on environmental conversations
- Feminist Studies Dept
- Center for teaching in Excellence, Faculty committee that studies curriculum to look for ways to integrate these issues
- Science majors
- E2- Engaging Education
- UCSC's Student Ethnic Resource Centers
- Freshman
- College programs coordinators
- Vice chancellor of student affairs
- Barrios Unidos Reps
- Student media services (Campus Papers)
- The big 5
- All departments
- Student worker coalition
- S.C. community papers

Where are we now?/ How is your work part of social/environmental justice?

- ESLP is trying to incorporate s/e justice into speakers and ARTs
- Issues in institutionalization of environmental injustice, no faculty hiring in place, there is currently only lip service to the issue, serious lack of movement on this issue on campus, research/academic/activism must be intertwined
- Sensitive issues when confronting social privilege, we are not educating enough to be able to effectively help without offending, maybe environmental justice courses on campus would facilitate this
- Communities are underrepresented that are effected by EJ issues, so we need to diversity those involved as well as our student body
- Sustainable facets of life styles across cultures should be looked at
- ESLP/ART different perspectives of community
- Environmental impact of electronics and prisons, UC socially responsible purchase of computers
- History of student struggles and linking it to what we are doing now, creating vs. supporting, support communities who are struggling not helping to create a new space to bring in these issues

- Issues with administration and diversity of student body, retention of students and progress towards degrees, ethnic studies, what are we not getting here, what do we have to create ourselves, real outreaching and networking between student orgs, realistic tactics for bridging the gap
- Central space needed for student orgs, media, and writing to create continuity over the years
- Environmental justice being part of the sciences or for that matter all classes
- Departments outside of envs lack of access to ej/sj thought processes and information, more links across departments

Where are we now?/ Some of our successes

- Social issues in the Food System, social standards of labor
- Native American Health Disparities Forum, linking it with the environmental issues
- ESLP working to include the issue in terms of the ARTs and speakers
- Labor organizing and UC sweatfree AFSCME and Student Worker Coalition
- CAN internships
- Some interest in coalition among groups
- SUA
- Environmental science policy and managements
- STAND

Other Discussion/ Things we need to discuss within this issue

- Division of campus (physical and administration) and design of campus and how that effects the ability of our campus to integrate; bridge-making within campus depts
- Engaging faculty and administration
- Institutional change, hiring of faculty with specialization in this area
- Hiring of faculty that addresses EJ
- Need for the University to outreach by having disenfranchised communities represented in the discussion of these issues
- College core courses- curriculum, outreach to first years (i.e. Landfill Education)
- More diversity represented in the sustainability movement to be more inclusive (i.e. ethnicity, language, etc.)
- Curriculum (In general)
- Language programs cuts underway

Action Steps:

- Experiential learning: students need to learn by going out to where the issue is
- Ethnic Studies, collaboration with envs and others
- Need to have more specific curriculum available on EJ/SJ
- How to address problem of faculty not able to sponsor so many independent studies (for students to get out in the communities) b/c of time
- Idea of having group projects bringing together a few students projects that connect, compliment, and are related to each other
- Address issues of globalization
- Supporting rather than creating new movements
- Work with admin; they are saying: "We'll fix diversity"; stereotyping ethnic orgs

- Working with the administrative concept of "Diversity"
- Creative and realistic ways to advertise on campus
- EJ needs to come up in science classes, currently bio and env sciences are separate
- People who aren't necessarily focused on envs conversations
- Incorporating College Programs Co-ordinators

Next Steps

- Building a community forum, place for alumni to participate
- Alumni database
- Set up a listserve- subject specific, focused traffic with tags for urgent stuff
- Follow up with Ravi if he becomes College 8 provost to work on college eight internships
- Monthly meeting (maybe at SEC general gathering)
- Using the ART's/ ESLP space
- Maintaining relationship with SUA to work with in the system and on the ground as grassroots
- Training/workshop on environmental racism (See where ESOC is at, at the time)
- Stressing connections with admin and faculty for continuing EJ/SJ
- More publicity pertaining to this issue
- Broad interest event for outreach beyond traditionally interested parties
- Create an organization to push actions and not ideas
- Supporting existing networks and not making new ones
- Making buttons saying "I support ..."
- S.C. community papers blurb on Earth Summit