

THE BLUEPRINT FOR A SUSTAINABLE CAMPUS



3RD ANNUAL CAMPUS EARTH SUMMIT
JANUARY 27, 2005

UCSC STUDENT ENVIRONMENTAL CENTER
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Introduction

On January 27th, 2005 over 175 people gathered for the 3rd 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 thirteen 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 2005 Summit included Keynote speaker **David Orr**, Professor of Architecture at Oberlin College, opening comments by **Chancellor Denton**, and the announcement of the formation of the **Chancellors Sustainability Action Council**. As a zero waste event there was an organic lunch, recycling, composting and all literature provided was 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

Campus Community – Networking

This working group attempts to locate the nexus between resources and expertise between the campus and community. They discussed the following items. Promote food system activism - donate food from local farms and grocery stores to a good cause, get local farms to provide food to local eateries, more community gardens. Promote education & ecoliteracy – in the Core Class, kids adopt a watershed, bring speakers like Chellis Glentinning to understand water use. Getting inspired and connected - yahoo group or website, start at the local level and link with what works – avoid duplication, promote clear equal communication, develop a directory of community organizations and businesses doing social and progressive work, open a sustainability networking center that allows stability and storage. Active groups are at Kresge, PICA, Environmental Studies staff and active students.

Campus Food Systems

The ideas generated at the meeting included a focus on continuing the group's simultaneous efforts to 1) Offer diverse education and outreach programs to raise student awareness of progress and challenges in the campus food system (and generate student involvement), and 2) Create opportunities for Dining Services to collaborate with local farmers, CASFS (Center for Agroecology and Sustainable Food Systems), Purchasing department, and other campus and community entities to expand on the successes in sustainable food purchasing already achieved. To continue its success, the group will meet on a regular basis (monthly and/or quarterly).

Chancellors Sustainability Action Council

The ideas generated at the meeting included 1) integrating the systemwide Integrated Safety and Environmental Management (ISEM) effort with CSAC's goals, 2) generate funds for sustainable projects using the Alumni Association, 3) pursue a sustainability assessment of the campus, 4) formally launch the Steering Committee as an official campus function, 5) engage the new Chancellor in dialogue, 6) get permanent funding in the campus budget for CSAC, 6) recruit faculty, 7) create a simple website to generate interest in the community. To make these goals attainable, the Steering Committee will be meeting biweekly throughout the year.

Compost and Gardens

The action ideas generated by this group included 1) Conducting research to establish baseline of what composting programs have historically been tried (and outcomes of these) on campus and in the city of Santa Cruz, 2) Create an ongoing, collaborative network of student groups, staff, and other campus entities already working towards or involved in composting and garden programs, and 3) Simultaneously working to raise student awareness of and involvement in campus gardens and composting efforts, while also working with university administrators to institutionalize compost and garden programs at UCSC. The group scheduled a follow up meeting to begin implementing their ideas.

Curriculum

This new group came together and generated two basic actions: to expand the understanding of environmental literacy within environmental community to include other academic disciplines and reaching out to other disciplines to integrate environmental literacy into their curriculum. They determined that Environmental Studies was ideology based, and only fit within one political/philosophical agenda; therefore to be applicable to everyone's life it needed to incorporate "living issues" such as has been found in service learning. The group felt a service

learning General Education requirement, an academic sustainable practices track, reducing roadblocks for individual majors and ESLP would help with that redefinition. To reach out to other disciplines, the group looked at conducting a survey of classes and general education requirements to determine which areas include ecological literacy. Identify mechanisms for encouraging faculty to put sustainability into curriculum especially core courses. One way is to find the ecological connection to a disciplines key concept. Approaching the Chancellor, the Academic Senate and college Provosts to convince them of the need for ecological literacy and fund that process.

Energy

The group came up with a long list of action steps including encouraging the campus to install photovoltaic (PV) systems, continue to improve lighting efficiencies, offer classes in renewable energy, host contests to compete for energy efficiency, purchase Green Tags to clean up the campus's electricity purchases, use biodiesel in shuttles. The Energy Group could read current books on the global energy crisis, meet with campus representatives to find out what is being done, create and disseminate pamphlets, posters and contests to raise awareness of energy conservation both on campus and at home, look into funding opportunities through grants, rebates and other incentives. No further meetings were scheduled.

Fair-Trade

This active group is working with the CAN coffee procurement group, Taco Bell Boycott, Comercio Justom and UC Sustainable Food Systems Campaign through the CSSC organization. This year they focused on two topics for in-depth discussion. 1) Expanding "Fair Trade" concepts through education, outreach and awareness. 2) Hosting a "Fair Trade Input Forum" on a bi-annual basis. They also vowed to increase networking on campus, attend conferences and events to promote fair trade, promote more CAN coffee on campus and to support social justice in the purchasing guidelines for the campus.

Green-Responsible Purchasing

The focus of this group was to determine ways to educate the campus about green products, and the campus purchasing process. Campus education may include seminars, collaborative sessions, green product fairs, or distributing educational materials. The current campus purchasing process could include expanded UCOP guidelines, locating companies though sustainable business sources, encouraging suppliers to provide discounts for green products and include educational materials information, expanding socially responsible purchasing into existing products (i.e. sweatshop-free), and strategies for promoting socially responsible purchasing (certification, changing UCOP guidelines) and the purchasing process should also include life-cycle cost. Some specific goals of this group is to create a "How Purchasing Decisions Are Made" guide to make the commodity chains transparent, form a green/responsible purchasing collaborative working group, add a student representative to the campus strategic sourcing teams, encourage all departments to purchase post consumer recycled paper, get the dining hall staff to purchase uniforms that are made in socially responsible ways, spread the Community Agroecology Network (CAN)'s Fair Trade direct coffee to other campuses, and explore options for ballot measures to cover the costs of specific green purchasing items.

Green Building

Much improvement is already occurring as a result of the Regent's mandate for new construction. The group advocated for further actions such as: 1) solar electric panels on buildings, 2) eco-charrette new building designs, 3) utilize the LEED assessment process more on existing buildings and new construction, 4) build a sawmill to utilize the removed trees from

new construction, 5) improve cleaning chemicals and low VOC materials within buildings, 6) do a LEED assessment of the new Delaware Bldg. A follow up meeting was scheduled for March 4 in the Baytree Bookstore.

Long Range Development Plan

The team works to maintain campus and community relations / communication / collaboration to fit in with city, campus, UC, and state interests. As the LRDP evaluation process continues the teams will form an advisory group to oversee implementation of LRDP projects and encourage everyone to attend LRDP and campus planning sessions and the Education for Sustainable Living Program. The team will outreach to the campus and city by: doing a campus sustainability audit, designing curriculum that describes the impacts the community has on the local environment; implement a public awareness campaign regarding the impacts; then have individuals visit core classes and educate and gather feedback from the community. The team also hopes to include service learning as a graduation requirement and insert a policy statement in the LRDP that states an increase in conservation a campus-wide goal.

Socially Responsible UC Investments

The action ideas generated by this group centered on completing and compiling research on a number of topics, including: 1) Current UC investments and decision making processes related to these investments, 2) Current/past efforts by students or others to influence or become involved in this process, and 3) Feasibility of creating curricular programs (e.g. in Economics department or as Social Documentation) to render financial decisions related to UC investments more accessible to students. Rather than continuing to meet, the group agreed to do some independent research and email findings to a central email account for compilation.

Socially-Responsible UC Investments

This group has a two fold strategy: increase knowledge in investment and increase Socially Responsible Investing (SRI). Investment knowledge can be developed through films on SRI, community TV and other media in order to get the vital support. Economics department is creating a class on socially responsible investments. Recruit anyone who is interested beyond CA campaign to do research and create goals and action plans. What are the current UC investments including retirement funds? University Endowment Manager manages University's investment portfolio, which feeds into other processes. Who evaluates the decisions? Shareholders and...? We could include Human rights watch and Amnesty International and determine which countries are violating human rights and index them with investments. What investments would the UC be flexible about? Would SRI's be more lucrative for the UC, or more marketable? What issues would students support, in order to sway UC?

Transportation

The team is actively promoting a reduction of cars, and better biking, walking and shuttle use, there are now students on the LRDP and Transportation Advisory Committees, they built a pilot biofuels brewing facility, there are now two interns at UCOP researching UC transportation issues and they have encouraged campus buses to run on biodiesel and natural gas. Projects include promoting walking by conducting surveys on why students are not walking, working with OPERS and the health center to promote walking groups, working with TAPS to create quality path maps with walking times and place them at shuttle stops and on the web, develop pathway signs with themes or colors to guide new students, create lighted "safety corridors" and start a walking buddy system. To improve the campus core the group will get transportation issues included when new building projects are considered. To promote biking they will solve

problems getting to specific buildings and getting from one side of campus to the other by improving bike safety on paths and around pedestrians, initiate a UCSC or citywide bike rental fleet and extend bike trailer service and hours. To promote shuttle/metro use they will educate themselves about transportation budget and policy, promote more shuttles at peak times and to specific areas, promote purchase of used natural gas shuttles, install a biofuels and other alternative fuels facility, host a biodiesel workshop, develop incentives not to drive, expand ridesharing, begin Carshare program, close or restrict student vehicle traffic from lots other than remote lots, promote cross city/campus transportation alternatives coalitions and expand shopper shuttle to downtown and Westside. Other projects include publicizing how to contact TAPS to let them know of transportation problems and beginning a CUIP transportation internship.

Waste Prevention

The team succeeded in making informative Dining Hall table tents and supporting the installation of the pulping machine at the Oakes/Eight Dining Hall, which allows table scraps to be composted. Their current focus is outreach and education. At the Colleges they will establish Waste Prevention programs where they do not exist; create gardens that compost kitchen and student waste; incorporate recycling into freshman orientation; promote waste prevention tours; create a recycling info CD and get recycling bins in all dorms. To expand the academic understanding of waste prevention they will develop graduation requirements for a good ENVS course and volunteer hours for either hands-on work or teaching others (working with school programs) and get a Waste Prevention focused Action Research Team in the ESLP class. Campus wide efforts include expanding the visibility of the campus-recycling program; creating visual representations of our waste and alternatives; tabling about food waste (specifically as it relates to poverty) and making leaflets on why to recycle. Finally, they will create a structure for approaching administration/staff to help work on getting a Sustainability Coordinator, installing Earth tubs and promoting "full cycle" purchasing.

CAMPUS-COMMUNITY NETWORKING

Co-facilitators: Jacob Cabrera and Jessie Grans

PARTICIPANTS

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Joyce Rice	jmrice@ucsc.edu	ENVS/undrgrad adviser

ACTION IDEAS

1. Food going to waste- fruit trees with fruit just fall on the ground. Program to donate fruit from the community to a good cause
2. Program to utilize lots of food thrown out by grocery stores etc.
3. Continue workshops forums and outreach
4. Education & Ecoliteracy Events- Berkeley program
5. General activism on food systems
6. Watershed issues- young kids adopt a watershed
7. Bring people down to speak at community events
8. Teach for America- we do have to leave SC at some point. Ex. David Suzuki
9. Watershed and water use
10. Web Communication- How to keep people in touch, like a yahoo group but without the ads
11. Open Space Technology, have follow-up meetings and information on related sustainability.- NO speakers or agenda and keep people inspired and connected to have future meetings
12. Get all reused paper and bind them into notebooks, give them to people.
13. Alan Chadwick garden used to fuel Joe's and get food to the shops on campus, incorporate food from the local community
14. Get people to know about events like this
15. Ways to link these groups and activities. Start at the most local level, link in with what is already working.
16. Do not duplicate tasks, consolidate efforts, clear communication creates equality, training people to take over and carry on the work.
17. Website, develop or use
18. Founding a downtown networking center. Physical space that creates integrity, and allows a place to stabilize and store this information.
19. Directory on web and or physical paper
20. Directory contains: Both Community organizations and businesses doing social and progressive work, or are willing to move toward that, a summation of what they do. Very organized in sub-categories. Have it accessible to the community and campus Some main topics: Specific Projects, Outreach, Document, On-campus, Off Campus, Community/Campus forums

DISCUSSION-VISION

What would it do for us if these ideas were implemented? What ideas stand out as essential, able to be implemented, and inspiring? Where is our passion?

- Write up a plan for a process, and get a networked system of people involved. Touches upon all these issues and ways of life.
- Core class incorporation
- The communications group would love to know about what is going and get that information.
- Diversity and getting out to more diverse populations (Watsonville, Salinas) and getting more information. Being part of the sustainable movement feels handed down from white upper class. A lot of poor people are sustainable by nature. Chellis Glentinning, activist/writer about minorities and sustainability. Important to involve Watsonville and the poorer communities, they don't have the resource to be sustainable.
- Use our resources that we have: give to hungry available fresh fruit, and bread that is being thrown away.
- More land for community gardens
- Coming from many different directions in our group, imagine the multitudes of ideas available to us if we brought in new people.
- Agree on meeting format and giving equal weight to all opinions.
- Asking the minority and poor people about their lives and interests, and they really appreciate it.
- We have direct access to the Chancellor.

Participants:

Joe: interested in working with community, and school gardens, psychology

Joyce Rice: Internships networks with the community

Phil Howard: Center for Agroecology and Sustainable Food Systems: Social Science Research

Ryan: Independent major on social change, Kresge core class ideas on community and education to overcome social boundaries, The People (just at kresge with about 30-40 people)

WHERE ARE WE NOW?

What else are we already doing to move our campus toward sustainability?

- Kresge group: The members meet every Sunday. Every meeting goes the same way. Switch facilitators, not hierarchical. Check in: community updates (research events and tell people about what is occurring on campus and also on national and worldwide scale), agenda (what we have to do), committees (research and solutions: to social or environmental problems), Communication committee (go to as many campus organizations as possible, projects-renovation, publications (info in a readable way) Kresge Town Crier newspaper.)
- Community organizations and student organizations coming together to talk about food systems projects.
- Forum at the end of January, use open space technology. At Cabrillo college trying to do outreach to get in new people.
- Joyce is a conduit of information. Eco-sustainable groups in town made up of community members, farmers, sciences, social. Encouraging more faculty involvement. Always the same ones, unfortunately. Receptive, but need corralling.
- PICA is putting in a garden at a school. Calling and asking schools if they would support

gardens.

- Jacob- local college level things, and on campus things, but newest thing is regional level and statewide level. Very strong social movement, strong sustainable movement, some political, some education stuff, but very disjointed and hard to know what is going on. Substantial amounts of technology that is available. We are close to launching this.
- World Environment Day 1-5th www.wed2005.org

NEXT MEETING

Monday February 28th 12:30pm- 1:30pm, Bay Tree Conference Room B

How many interested in meeting again? Everyone!!

Actions that might occur between now and then: What are they?

Letting people know about our meeting, outreach to bring them in.

Who will be doing them? Jacob, Jessie and Ryan

CAMPUS FOOD SYSTEMS

Co-facilitators: Fabiana Ochoa and Serena Coltrane Briscoe

PARTICIPANTS

Kent Bailey	kubailey@ucsc.edu	Dining Services
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ACTION IDEAS:

1. Get students involved – they are the customers and who will be listened to
2. Work with community groups, particularly Food Policy Council
3. Freshmen don't know why to choose local, organic – more education about eating in dining halls, and general consumer choices
4. Tabling outside dining halls
5. Flow charts – visuals for students to see what is being done
6. Work to maximize nutritional info in dining halls
7. Enhance working relationship between dining hall and farm
8. Food expertise at farm – connect to dining services staff so better educated
9. Link students to farm
10. Local, organic or sustainable option at each food service facility – don't do it all at once; expand on successes
11. Food waste education – traveling road show including samples of organic food
12. Cooking classes in dining halls so students can see and get involved with local food and personalities
13. Field trips to farms, shopping shuttle to farmers market
14. Work with local farmers to form marketing co-op that would facilitate sales to UCSC (link with Ben Crow's Green Enterprise Class)
15. Expand guidelines to include other organic food items in addition to produce (dry goods, paper supplies, etc)
16. Crop planning for local farmers that supply to UCSC – UC should indicate what they want and work with farmers in planning

17. Farmers come and do education with students about organics – impact on health and environment and techniques; should educate chefs too
18. Cooks training so vegetarian and vegan products and recipes can be integrated – creating these on scales suitable for dining halls
19. More people involved in local community, local food system – ask students to consider problem-solving for these issues. What are some of the issues we are dealing with – form working groups
20. Trade show or problem solving fair including all levels of food system – talk about issues and show products
21. Farm-to-School: nutrition ed in field and in classroom
22. Farmers' Market through PICA could offer information about community and campus food systems issue
23. PICA skill share – can get word out about other programs and initiatives

DISCUSSION:

Educational Outreach:

There is a demand for organic food, but it is hard to quantify

Biannual food survey? Dining services is doing that, CASFS is also doing that. Survey results often different from behavior

French Fries – they are out everyday, and this might make people eat them more...food choices are determined by what is available

Predicated by whether organic, local, sustainable, seasonal is good and people want it and understand about it – people need to be educated

Meal plan that costs more, and you can eat in a dining hall that is 100% organic – difficult because dining services would have to take a leap of faith and reallocate resources. If faculty were encouraged to eat there, dining services might take less of a risk.

Food really has to be better

Yale does have an 'all organic' cafeteria

10% more would segregate people that could afford it and people that can't

Students who don't know much about organics think it is bland and boring – to get more students interested, integrate organics into things they already like and eat. One organic meal option won't integrate students who hadn't considered it before.

Look at making organic more affordable by buying direct from farmers

Wildwood does buy direct from farmers and keeps costs down

Majority of education in the form of a story – give people the history of the foods and put a story on it. Good neighbor policy also

Growers wondering about logistics of selling locally – small farmers are off the radar, very innovative. Many places have developed grower's cooperatives to link restaurants with farmers. If university interested in working on grower cooperative plans, with large amounts needed, could help restaurants locally and jumpstart these efforts throughout the community.

Where do our ideas fit into existing structure, so that we are not duplicating efforts

What needs to be done internally on campus, and externally off-campus?

LAST YEARS GOALS/ WHERE ARE WE NOW?

Serena: Many have been accomplished. I put them all on one page. There is an extensive list.

Everyone can go around and read one of the goals from last year.

Everyone: each participant reads an action goal from last year.

Does anyone know what the sustainable farms workgroup?

Jim Leap: It's statewide turning nationwide. We met at eco farm and had a tour at the farm last weekend

Serena: those are the goals from last year. Lets take a moment to go around and talk about where are we now. What are we doing now that leads us to sustainability, If you know anything else that wasn't brought up.

Kent: We should be much more sustainable. Our agreement is too bring a certain amount of organic purchasing but not to focus it on one location. We want a consistent level of organics everywhere. We want to serve everyone equally.

Barbara- I think in the seventies at Stevenson they had an organic dining hall. It lasted only a year, it was part of peace offering to the students.

Kent- Well we would love to do a peace offering. The way students dine today is different. There is a lot of grazing not formal meals. We have noticed that 71% more transactions between fall '03 and fall '04

Linda- we have been interested in bringing chefs and local farmers together here. Also a possibility of exploring organic seasonal menus

Kent- I was a chef for 25 years. We want to do that, but only on a special case by case week. Only for special events and college nights. We are talking about doing a vendor fair for people. We are trying to bring more skills to our cook staff as an educational approach. A lot of institutional food approach is a tunnel approach. To do it in a big way is a huge quantum leap. We have 15 senior cooks, 5-6 production managers.

Linda- We would be very interested in that

Nancy- CASFS is working on a survey for food systems.

Jim- We have crops planned for menu items for this coming year, our hope is to expand and get our product into the university center. Kent was instrumental in getting surplus potatoes before thanksgiving. Students know and it gives us more momentum.

Linda- We are working on a secondary bid for local organic food. It is extremely important. A culmination of what we have been doing this year.

Adam- Would this be a supplement to what we have?

Linda- Yes it would be.

NEXT MEETING:

February 25, 2005 – 11 am meeting at College 8

CHANCELLOR'S SUSTAINABILITY ACTION COUNCIL (CSAC)

Co-Facilitators: Coleen Douglas, Marcia Winslade

Participants:

Diane Behling	diane.behling@adm.ucsc.edu	Capital Planning
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Coleen Douglas	coleen@ucsc.edu	Co-facilitator/ University Relations
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Johann Sabbath	johann_sabbath@yahoo.com	UCSB, CA Student Sustainability Coalition (CSSC)
Marcia Winslade	marcia@earthsite.net	Co-facilitator/ Student Environment Center

Action Ideas:

STEERING COMMITTEE/IMPLEMENTATION GROUP:

1. Form first Steering Committee
2. Work to have at least 1 representative from each Working Group (that continues to meet) involved with Implementation Group
3. Get larger, more representative group to participate in various implementation tasks.
4. Define implementation tasks, specifically, with timeline/goals.
5. Define what it will take to actually formalize CSAC.
6. Marry CSAC goals to UC Systemwide policy on ISEM (Integrated Safety and Environmental Management)
7. Make use of Freda Pagani's presence April 18 during ESLP series (she is Director of Campus Sustainability Office at University of British Columbia)—their Office of Sustainability is totally funded from their sustainability savings on campus. Have her consult with people at UCSC.
8. Integrate sustainability into the expectation of the way we do business at UCSC.
9. Find ways to integrate the development of communication and collaboration skills.
10. Take 2005 Blueprint ideas and ongoing Working Group priorities, and turn it into a draft of campus goals to begin discussions with Executive Committee
11. Ultimate goal: launch CSAC April 21, 2005 Luau/Conference

ENGAGE OUR NEW CHANCELLOR:

12. Schedule meeting/presentation with new Chancellor Denise Denton
13. Get new Chancellor on board
14. Foster a friendly, comfortable and engaging, working relationship with Chancellor
15. Host her for friendly lunch! Be friendly and sociable.
16. Engage her and her staff in the evolutionary process of the "Proposed CSAC Cycle"
17. Show her EASY ways that she can be engaged.
18. Invite Chancellor to speak at ESLP opening
19. Have lunch with her and ESLP speakers
20. Invite Chancellor to be introduced to CA Student Sustainability Coalition (CSSC) at the UCSC convergence.

21. Understand new Chancellor's management style. Would she prefer CSAC to be small/efficient vs. large/inclusive?
22. Echo Chamber Creation: *First Impression* is key. Welcome party: 5 min presentations from student, faculty, administrator---virtue of design and inherent potentiality of CSAC.
23. Chancellor will be meeting with many champions of CSAC on other issues---have those champions mention their passion for CSAC during other meetings.
24. Media exposure about CSAC timed to Chancellor's arrival.
25. CSAC pins for students, staff, faculty, and administration to wear (maybe SEC logo?), and have people wearing these pins when they see the Chancellor, make her wonder what the pin is all about..
26. Have Matt St. Clair schedule a phone call with her
27. Framing CSAC to Chancellor: UCSC global leader in sustainability, CSAC is an unprecedented opportunity to embrace the future NOW, How it will make her job so much easier.

BUDGET/FUNDING:

28. Get CSAC formally in 2005-06 budget
29. Request Office of Sustainability under Chancellor. Administrative "home" of CSAC, with hope of full-time position by 2006-07 fiscal year.
30. Discuss idea of high level Sustainability Coordinator/Office of Sustainability in budgetary goals
31. Funding: start alumni support group for green fund

FACULTY INVOLVEMENT:

32. Present to Academic Senate
33. Recruit faculty to support/be involved
34. Foster faculty support!
35. Recruit 1 or 2 faculty to be involved, in a way that could work for them.

STATEWIDE SUSTAINABILITY CONFERENCE AT UCSC:

36. Leverage on the Statewide Sustainability Conference
37. Leverage Statewide sustainability conference planning to increase interest.

OUTREACH/COMMUNICATIONS:

38. Create simple website to post Working Group meetings
39. Begin a website, listing all Sustainability links (classes, projects, etc) to increase buy-in
40. Outreach to campus will get people on board.
41. Do simple survey to all those who attended the Summit about their reactions, ideas, etc. about CSAC
42. Have regular (informal) lunch or after work snack meetings to create space for relationships to form and grow (staff, students, faculty, etc.)
43. Bridge CSAC with external/community support: Mayor's office, Police, Fire, Parks & Recreation, key organizations in town, etc.
44. Validate the status of CSAC through outreach and communications---interested individuals vs. official status (chicken/egg)—more concrete support/validation from senior administrators for sustainability

EXECUTIVE COMMITTEE:

45. Follow up with Executive Committee members
46. Finish meetings with Executive Committee participants/document results.
47. Have Mayor of Santa Cruz be on Executive Committee/bridge with community

ASSESSMENT/INDICATORS/METRICS:

48. Make an initial plan for gathering data for creation of indicators and assessment
49. Make tangible the metrics and systems nature of the elements---so we can see what outcomes will be (environmental management system).

Discussion:

(1) ISEM integration with CSAC:

ISEM = Integrated Safety and Environmental Management. Policy on University Management of Health, Safety and the Environment. Draft 1/4/05 circulated by Sr. VP Business & Finance. Buddy Morris from our EH&S office brought this draft.

CSAC is a tool for the Chancellor, a hub to interconnect policies and practices. Cohesive, bring it to her at one place.

Would strengthen CSAC if you had a Systemwide policy like ISEM.

A natural fit.

Exactly what CSAC is for

Identify other virtues that CSAC can bring forth (e.g., ESLP Action Research Teams beyond the working groups)

(2) FUNDING

Establish Environmental Alumni Association group, create green fund towards implementing CSAC goals, funds administered by CSAC.

Alumni giving leverages other giving by donors and grants.

Incorporate CSAC endeavor into job descriptions of staff who are involved.

CSAC as a fundraising tool for the Chancellor

Tap our own personal connections for fundraising (and work with Development dept)

(3) ASSESSMENT/ INDICATORS/MEASUREMENTS

Professor at LaVerne University funded a student for 6 months to create campus assessment.

At UC Berkeley, graduate student course created to create campus assessment.

At UC Santa Barbara, talk to Logan Green about what they have done.

UC Los Angeles: Graduate Student Association/Environmental Coalition considering hiring Joshua Skov/Good Company who will conduct whole assessment for \$30,000

ESLP Action Research Team: Environmental Health & Safety may be able to fund one student position, and then have them move forward.

Next Meeting:

Feb. 4, 2005, 11:30am-1:00pm (Regular CSAC implementation group meetings occur every 2 weeks)

COMPOST AND GARDENS

Co-Facilitators: Shan Gupta and Ryan Power

Participants:

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Dave Wade	dmwade@ucsc.edu	Grounds/Campus Recycling Coordinator
Tully Walker	twalker@ucsc.edu	Student- Environmental Studies
Paul Willis	pwillis@ucsc.edu	CRE College Eight

Action Ideas:

Key Conclusion: for a system like this to work it needs both ongoing student support, but more importantly some level of institutionalization.

1. Main thing we need to do is research so we are aware of every possibility. Deduce city's level of involvement.
2. Forming some sort of clubs or groups that are fundamentally involved in the gardens. Focus on perennials and less work intensive things in the garden so the level of work it requires is less.
3. Outreach, education is important. People need to know the benefits of compost and why they should do it.
4. Decide whether we want to make new gardens or improve on our current gardens and existing system. Strengthening rather than expanding.
5. Consider using the Art garden project at college 8 as a resource or learning tool for getting proposals written. Can use it as the pilot program for the development of our long-term vision.
6. Network with all the other waste and composting programs on campus. Collaboration of ideas, forming one solid group. At next meeting do a campus garden tour and assess the state of things. Likes the idea is less-intense gardening from Marley.
7. We need to find opportunities for collaboration at every level. Cowell and Stevenson together should maintain the garden, not just one college. Same with Kresge and Porter. We need to allow for multiple channels to move forward. Can't have compost without a garden. Grander vision is at the institutional level.
8. Compost is one thing, and gardens are needed for a place to use it. We need to institutionalize this. Educational opportunities should be explored.

Discussion:

Shan – explaining our role in CSAC. We use them to implement campus policy or institutionalizing of a composting and garden system.

Dave – CSAC implementation team has been advised to allow for the fact that the incoming Chancellor may work differently than our acting one.

Desired outcomes

Yoel – comprehensive follow up on this meeting. Continuity.

Shan – understand where this group ties in to the composting and waste reduction efforts on campus.

Marley – how to get students more involved in the gardens, get the info out there. Says many students he knows had no idea there was even a farm on campus.

Tully – solidify the implementation of a garden at Stevenson

Paul Willis – implementation and collaboration of Art garden at 8.

Elly – interested in improving our composting system on campus. Increasing student awareness.

Dave – encourage the discussion with the hope that it moves forward in a productive way.

Ryan – establish the infrastructure for a campus wide composting system and gardens.

Increase student support.

Where are we now?

Dave – has been on campus for 13 years. Recycling, gardening, composting initiatives have been around since 1970 Earth Day. Common thread with all these programs is that if they did not become institutionalized by the university they inevitably fail. Asserts that programs like this need to be institutionalized. Head of grounds on campus (Dave's boss) supports the idea of student gardens, especially when they are linked to faculty and curriculum. For example, the college 8 garden was institutionalized, whereas the Oakes garden was not. College 8 is still going, but Oakes isn't. The key to making all this work is to figure a mechanism for drawing in the community and tying that into the mission of the university. The goal is sustainability not just in the ecological sense but as a community or program. Getting the Provost in on it is key, development collaborative community support.

Ryan – we have drafted a letter to the Stevenson provost requesting permission to implementing a composting program at Cowell/Stevenson and eventually a garden.

Marley – little student involvements in the garden at Kresge. Stresses the importance of renovating what gardens we already have. An effective compost system needs to be established.

Tully – no system is set up at the Cowell apartments at all.

Yoel – same thing for the Stevenson apartments.

Paul – waste management team at College 8 reports excess compost being created, nothing to use it for. Merrill has Silas Snyder who was involved with the college 8 waste management program development. He's a good resource. Going to need more faculty involvement.

Elly – was somewhat involved in planning the failed Merrill garden project. Campus architect will have issues. Still many unused gardens. Foster student support.

Next Meeting:

Friday, Feb 4th, 1:00, College 8 Red Room.

CURRICULUM

Co-Facilitators: Rachel Stern and Joey Smith

Participants:

Rachel Stern	raely_73@yahoo.com	Co-facilitator
Joey Smith	Joe43790@aol.com	Co-facilitator

(Participant list is currently unavailable)

Action Ideas:

1. Have a survey/index of what programs already available
2. Integrate the environment into other disciplines (like econ.)
3. Review of GE requirements to move towards ecological literacy
4. Include sustainability requirements into the general curriculum; first identify mechanisms for encouraging faculty to put sustainability into curriculum
5. Talk to academic senate, provost. try to convince of need, raise \$, talk to new chancellor
6. Use of 1992 UN Earth Charter as sustainability tool
7. Service learning in real communities; service learning GE
8. Courses with emphasis on sustainability; 2 unit classes, interdisciplinary, service learning
9. Define what "environmental education" is: "What is ecological stance?" surveys
10. Goals vs. mission objective
11. Certificate/minor/inv. major in sustainable practice
12. Grow ESLP
13. Research team out of ESLP to compile index of programs for all faculty
14. Recognize importance of asking questions
15. Examine curriculum committee

16. Help reduce roadblocks for individual majors
17. Reach out to new chancellor; set up intro meeting w/ students and faculty
18. Provost outreach; students in college/ESLP set up meeting
19. Integrate concepts of sustainability into core class
20. Find key words integral to some classes; expand to environment (ie. justice)
21. See “environmental studies” in new light, i.e. “living issues”
22. Use GE requirement to reach out

Where Are We Now?

- Inefficiency towards reaching goals
- ES ideology based, and only fits with one political/philosophical agenda; needs to be applicable with everyone’s life
- Student guided sustainability movement growing
- through ESLP, people able to explore what sustainability means

Next Meeting:

March 3, 12-1, Bay Tree Conference Room A

ENERGY

Co-Facilitators: Jesse Lee and Janelle Evans

Participants:

Angelina Cook	reynasolarqueen@yahoo.com	Community member, GETSET
Joe Jordan	jjordan@sky-power.org	Community member and professor
Michael Kwan	myko@ucsc.edu	Student
Dave Millar	davidrmillar@gmail.com	Community member, earth sciences and politics
Jesse Lee	jklee1982@hotmail.com	Co-facilitator/ College 8, SEC, ENVS
Janelle Evans	axia0305@aol.com	Co-facilitator/ Kresge, SEC

Action Ideas:

1. Find out how the campus is performing with building efficiency standards and energy audits, and what standards are being applied now.
2. Visit the PV system at the Farm & Garden.
3. See if the solar-thermal panels in Crown/Merrill and Family Student Housing are still operational.
4. Research the upcoming energy contract negotiation.
5. Read Blood and Oil by Michael T. Klare and Boiling Point by Ross Gelbspan.
6. Write commentaries, letters to the editor, and raise consciousness about these issues through the media.
7. Look into private and public fundraising, for example the CA Dept. of Energy offers incentives.
8. Investigate bureaucratic hurdles, talk to the key players and head honchos.
9. Host a fundraising kick-off event based on the Kyoto Protocol (which will be enforced Feb. 2005). Include activities like the signing of the Declaration of Independence from Dirty Energy and an intense, intelligent debate about "Peak oil" (from a scientific, an economic, and/or a physics point of view). Funds will be designated for Renewable Energy Technology.
10. Host follow-up events weekly/monthly for fundraising - such as conscious film festivals featuring documentaries like "Oil on Ice" and "End of Suburbia."
11. Find funds for PV and solar-thermal projects.
12. Students may agree to assess a fee on themselves for green energy.
13. Research any relevant fees that students may already be paying. Incite a student initiative.
14. Host an Earth Summit-like event specifically on the topic of energy.
15. Meet and discuss goals with new Chancellor immediately, specifically on the issue of getting PV on campus and increasing solar-thermal program.
16. Organize a project with the course Soc. 30, possibly including grant-writing and the creation of a website.
17. Organize the student body, discover student desires.
18. Apply pressure to the Administration and the Regents.
19. Collaborate with the Green Building working group and the CSSC.
20. Create an early education program to outreach to elementary school-age children.

21. Update "Save Energy" stickers on light switches and/or create a new outreach project on campus.
22. Create pamphlets with figures and statistics for distribution in freshman move-in packets, and possibly distribution elsewhere.
23. Promote biking, using public transportation, and walking.
24. Have a walking event based on the bike-to-school day events.
25. Collaborate with GETSET (Global Economic Transition to Sustainable Energy Technology – www.getset.us)
26. Make energy issues policy-relevant.
27. Make all projects fun!
28. Assign responsibilities within the working group.
29. Possibly grow to include projects in San Francisco and Monterey with our working group members.
30. Conduct email meetings when more logical/efficient/convenient than in-person meetings – due to distance.
31. Look into the Foundation Library in San Francisco for grant-writing.
32. Share project ideas and needs through meetings and email.
33. Do more to implement PV systems, like find funding, create grassroots inspiration, pamphlets including information about energy alternatives and conservation, and create the first of many good, local PV systems to serve as a barrier breaker – publicize this
34. Have a contest to see who can decrease the impact of their ecological footprint the most.
35. Beautifully illustrate the cost savings of campus transformation to energy efficiency.
36. Strive for climate neutral green building.
37. Set an example for the UC system – prestige.
38. Look into the rebates and incentives CA provides for renewable energy installation.
39. Coordinate with working groups to mobilize people on this issue.
40. Set up central website for updates on energy issue, or a section of a school paper.
41. Start petitions.
42. Educational literature.
43. Bring guest lecturers to campus.
44. Install solar panels on new/existing buildings.
45. Use biodiesel in busses.
46. Install more energy efficient lighting.
47. Use PV systems on buildings for heating.
48. Research energy systems.
49. Research metering process on campus.
50. Learn more about alternative energy being used on campus now.
51. Hold contests to reduce energy consumption college- or building-wide.
52. Grassroots efforts in homes to reduce consumption/waste.
53. Increase awareness of energy use/waste on campus in individual colleges/buildings/apartments.
54. Individual/building/college-wide meetings to discuss energy issues.
55. Enlist Solar Generation (Green Peace) to sponsor education campaign.

Where Are We Now?

- Ground zero!
- Hitting roadblocks in many areas, especially when discussing cost-effectiveness of alternative energy implementation.

- There have been small attempts to use solar photovoltaic (PV) energy on campus, for example the small PV system at the Farm & Garden.
- Mr. Whitman earned a grant but was unable to complete his energy project because “added value engineering” costs and the project costs exceeded the stipend amount.
- Bureaucracy is getting in the way.
- Joe Jordan, Bob Dunn and others have looked at buildings around campus with the hopes of implementing PV systems.
- The campus is working towards reducing energy consumption by 10 %.
- Some Crown/Merrill and Family Student Housing apartments have solar-thermal panel heating systems for hot water.
- Currently, there are no bids for PV projects.
- There have been improvements in the efficiency of lighting in the dining halls.
- Negotiation of a new energy contract is happening in July 2005, and it is a goal to make green energy 12-14% of the total purchased.
- \$10,000 was raised and used to create a PV system at Mission Hill Junior High, which was followed by a similar project at City Hall. Joe Jordan was involved.
- BP (the Corporation) offers \$2 million for teachers of grades K-12 for energy education, like solar systems for schools.

Next Meeting:

(unknown at this time)

FAIR TRADE

Co-Facilitators: Chloe Lieberman and Tim Galarneau

Participants:

Tim Galarneau	solseeker3@aol.com	Co-facilitator/ CMMU & Psych/ College 8/ Senior/SOS & FSWG
Robbie Jaffe	rmjaffe@ucsc.edu	CAN
Aleah Lawrence-Pine	aleahann@ucsc.edu	ENVS/College 8/ Jr/Comercio Justo
Chloe Lieberman	chelovis@hotmail.com	Co-facilitator/ CAN/ENVS/senior
Laurie McCann	obuds-lmc@ucsc.edu	Ombudsman

Action Ideas:

1. Increase networking across campus groups (i.e. student, staff, and faculty) that are involved, or can be, with fair trade.
2. Gather input from diverse constituencies by hosting a Fall input forum on fair trade that address the key topic areas: purchasing, food systems, etc...
3. Develop a presentation that integrates CAN & FSWG goals objectives. Link USFT with the Food Systems Working Group.
4. Attend conferences & events at UCSC where fair trade can be introduced and discussed.
5. Create educational awareness on campus about CAN: Presentations on internship experience; Promote campus coffee sales
6. Create publications: Case study example, moving beyond Fair Trade
7. Employee training: Make sure CAN coffee is being served throughout campus and people serving it know what it's about
8. Student support campaign for including social justice guidelines in purchasing guidelines.
9. Develop high school & elementary school, as well as community involvement in FT issues.
10. Work on this spring's ESLP fair trade/commodity chain Action Research Team
11. Work on getting CAN coffee in campus cafes, Kresge co-op, and Bay Tree Bookstore.
12. Make sure we have full conversion on campus (both coffee & other commodities: tea, cocoa, & bananas).
13. Work on regional structure for FT and domestic FT issues.
14. Work on UC system wide initiatives: make a goal of getting at least one campus to purchase CAN coffee.

Brainstorming Discussion: (2 items in depth)

- (1) "Expanding what Fair Trade is"-education, outreach, and promoting awareness
 - We need to work with our on-campus unions and address what shouldn't be occurring at UCSC.
 - A fair trade regional guide/directory should be developed in similar fashion as the CAFF Local Food Guide.
 - This past November the United Students for Fair Trade held a Bay Area scavenger hunt in the Mission district of San Francisco (they mapped out where they could purchase fair trade products). The scavenger hunt may be an interactive event for students to participants on campus.
 - FT focused groups need to devise where education outreach should occur (i.e. have access to workers, students, faculty, and the larger community)

- Chloe and Devon would like to include these ideas in the ESLP Action Research Team.
- An “acronym map” needs to be created so the uninitiated will be able to understand the various constituencies that interact on campus.
- A student position should be created that is focused on networking and engaging other groups with FT ideas.

(2) “Hosting a Fair Trade Input Forum: How Fair Trade will be involved with the Blueprint and CSAC”

- We should plan a bi-annual fair trade input forum that will bring together diverse constituents to address social sustainability issues in commodities
- Such a forum will allow, whoever is interested in fair trade, to share their ideas of how current FT focused groups can continue working on forwarding social connections and issues pertaining to FT.
- Models for such an event can include utilizing “open space technology” and “world café” models that will increase a shared understanding of FT and deepen the connections across campus.
- The proceedings from these input forums will inform the work of active FT groups as well as provide novel ideas to integrate larger campus forces into fair trade and beyond.
- Focus on deepening human connections that are an important part of FT.

Last years goals:

- 1) CAN worked on getting their coffee into the dining halls and coffee carts at UCSC
- 2) Comercio Justo (CJ), CAN, SOS, and the FSWG worked on the sustainable purchasing guidelines post card campaign.
- 3) In-class presentations on fair trade occurred
- 4) The USFT convergence was held in Santa Cruz last February
- 5) The Taco Bell Boycott campaign was launched
- 6) Push for social justice purchasing guidelines

Where are we now:

- 1) CAN has accomplished getting their coffee as one option in the dining halls and coffee carts, thanks to collaboration with CJ
- 2) The Taco Bell Boycott Campaign is starting up again this year
- 3) Comercio Justo is working on a "Sweatshop Free UCSC" campaign
- 4) There is a statewide UC Sustainable Food Systems Campaign through the California Student Sustainability Coalition, as well as a focus on UC purchasing practices; there will be a convergence of this group in late Feb.
- 5) Sara Lee has had their coffee contract renewed, yet CAN is being used twice as much as SL in the dining halls
- 6) The USFT convergence is happening in February in Chicago and CAN folks are going to introduce the "Fair Trade direct model"
- 7) CAN is set up to do more wholesale orders/other universities
- 8) CAN has a permanent tabling spot on Fridays at base of Campus
- 9) Food systems mini-convergence held at UCSC

Next Meeting:

No meeting set; there will continue to be communication between Comercio Justo and CAN about collaboration, and will try to include other groups in that as well.

GREEN AND RESPONSIBLE PURCHASING

Co-Facilitators: Devon Sampson and Josh Sonnenfeld

Participants:

Nick Babin	nick@communityagroecology.net	CAN program Director
Lesley Clark	lesley.clark@ucop.edu	UCOP Strategic Sourcing
Cindi Deegan	cdeegan@ucmerced.edu	UC Merced Purchasing Manager
Gary Hopper	ghopper@ucsc.edu	Purchasing Director, CPM
Lin King	ltking@ucdavis.edu	UC Davis R4 Recycling
Charles McIntyre	mcintyre@ucsc.edu	ITS-IC
David Ng	dng@ucsc.edu	Purchasing NAEB
Emel Orhun	emorhun@ucsc.edu	Environ Sci and LALS, CAN intern & PICA
Lisa Rose	lrose@ucsc.edu	University Business Services
Devon Sampson	deevon@ucsc.edu	Co-facilitator/ Environmental Studies
Josh Sonnenfeld	josh_lizard@yahoo.com	Co-facilitator/ Cowell, SVA Intern & RY member

Action Ideas:

1. 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.
2. 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
3. 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.
4. Collaborate specifically on recycled paper, with the goal of all departments using at least 30% post consumer paper as the default.
5. Form an ongoing green/responsible purchasing collaborative working group
6. Make the commodity chains that bring products to UCSC and then dispose of them transparent

7. Provide baseline training to purchasing personnel
8. 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
9. 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.
10. Get student interns or work-study positions in the purchasing department
11. Leverage collective buying power to bring down the price of green and responsible products with an allocated % of acceptance of higher costs
12. Student representation on campus strategic Sourcing teams
13. Address the overall commitment of the campus to buying recycled products
14. Strategize on spreading the Community Agroecology Network (CAN)'s fair trade direct coffee to other campuses
15. Understand how UCOP regulates preference for socially responsible products (i.e. sweatshop-free), and strategies for promoting socially responsible purchasing (certification, changing UCOP guidelines)

Last Year's Goals, Where are we now:

2004 earth summit action steps for green purchasing group (not prioritized):

- Contact the strategic planning personnel on campus about setting up a meeting (main contact: Stuart Davis)
- Use the E-Procurement pages, the college 8 website, and the Green pages to find options for green companies
- Provide inserts into freshman orientation packets about green purchasing
- Explore options for ballot measures to cover the costs of specific green purchasing items
- Contact Jane Scott regarding office supplies
- Contact the UCSC point person for office supplies, Tom Tozier (459-2925), about green purchasing.
- Encourage all departments to begin using post-consumer paper.

General discussion: Where are we now, in relation to last year's goals?

- a. Gary will contact Charles to talk about printing
- b. Going from 4 to 20 buyers in the Purchasing Department (centralizing). Gives us the ability to influence buying, especially right now

- c. Renegotiating Office Depot contract not really possible – have closed gap to about 3.5 dollars per case between recycled and virgin paper
- d. Paper will be added to tactical subjects to talk about at first meeting
- e. Environmentally Preferred Purchasing – UC is mandated to buy socially just and sustainable guidelines (some discussion of whether it is actually mandated)
- f. Rather than take a low cost buying practice, have quality criteria (difference between low cost and total cost of ownership)
- g. Social justice could be part of the environmental consideration - cannot give priority to minority or women-owned businesses because of prop 209
- h. Bids come in, commodity team members get copy, no pricing, team leader gets pricing and does #s, price isn't considered until the very last point. People who vote on quality points do not see price (separated to ensure that quality is assured)
- i. Those in Environmental networks should connect up with Purchasing and be involved in the process and considerations
- j. Mandating hasn't been very successful on campuses, but encouraging has
- k. Fair Trade Coffee is drunk at twice the rate on campus as others
- l. Put together some sort of pamphlet to make purchasing transparent – how it works, etc.

Introductions:

Devon (co-facilitator) - Comercio Justo, education in sustainable living program (ESLP)

David – Central Purchasing Office

Charles McIntyre – Instructional Computing (CATS/ITS)

Lesley – UCOP

Cindy - UC Merced Purchasing Manager (working on an environmental procurement policy, strategic sourcing)

Nick – Community Agroecology Network (CAN) intern coordinator, Comercio Justo

Gary – Director of Purchasing (new to campus)

Lin – UCD Waste Prevention and Recycling Manager

Lisa Rose – Director of University Business Services (purchasing and printing services)

Emel – 4th yr. Student – Env. Studies, LALS, CAN

Josh (co-facilitator), student worker coalition for justice, ESLP

Next Meeting:

Devon Sampson and Gary Hopper will convene the next meeting.

GREEN BUILDING

Co-facilitators: V Ballieu and Cassandra Davis

Participants:

V Ballieu	V_Ballieu@yahoo.com	Co-facilitator/ ENVS, Jr
Jubilee Daniels	jubilee@berkeley.edu	UCB master student-CACS assessment committee
Cassandra Davis	ecodove@comcast.net	Co-facilitator/ SEC Co-Chair, ENVS and Bio 2nd year
Roger Edberg	rjedberg@ucsc.edu	Physical plant and grounds
Awbres Edwards	aedwards@edufreaks.com	edutracks
Kenneth Garges	garges@ucsc.edu	staff
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Matt St. Clair	matthewstclair@ucop.edu	UCOP
Frank Zwart	fzward@ucsc.edu	Physical Planning and Construction

Action Ideas:

1. Passive solar design for appropriately placed buildings
2. Educational green buildings on campus- perhaps we could use the new Biomed Building as a green building case study and teaching lab
3. Develop funding for green building curriculum
4. Photovoltaic arrays installed on rooftops
5. Power reductions for computers
6. Continued ongoing maintenance of existing green systems
7. Life cycle budgeting for building
8. Focus on best living system not certifications (specific)
9. Green Building products life cycle
10. Develop plan for implementing LEED for Existing Buildings across entire campus
11. Collaborative programming, design, and construction of all new buildings including:
 - a) eco-charrettes at very outset of every building project
 - b) SEC representative on each building committee
12. Fundraise for green building projects
13. Cradle to cradle mentality when purchasing building supplies and other materials
14. Make new development a source of income instead of a source of depletion through time

- while wasting money on restoration
15. Every building is self-sustainable (interconnected as well)
 16. Solar energy everywhere
 17. Recycle waste water (restrooms, showers, gardening)
 18. Idea for business incubator group: enterprise
 19. Develop improved design for water less urinals that would periodically automatically flush with water to eliminate clogging and make them practical to incorporate on a wider scale as a design project and business venture
 20. Develop on site lumber mill to make lumber or firewood out of on site trees removed during construction or maintenance reuse on campus
 21. Free Administration and student workshops on LEED
 22. Life cycle cost analysis training
 23. More demonstrations doing more on the personal level
 24. Staff and student working together
 25. Rainwater catchment systems
 26. Develop solar panel demos at each college (i.e. pond pump)
 27. Increase the usage of solar panels on campus (seek state federal grants)
 28. Integrate campus graduates and faculty into doing research and green building design projects
 29. Make a fuss about out small scale achievements to encourage more
 30. Tighten the green building and clean energy guidelines at UCSC and take a stance
 31. Let these green building projects be an opportunity for education (student interns, integrating a class with a building project)
 32. Connect with permaculture guild (lots of green building project and workshops to get involved in)
 33. Green building/energy efficiency class with on campus case studies
 34. Sustainable community such as PICA as model strawbale cycle education
 35. Furnishing of buildings with sustainable materials floor covering global materials cycle
 36. Achieve LEED EB on Delaware Building certification (not equivalent but actual)
 37. Third party financing for PV- there are companies that can do that- NOW
 38. Connect with local projects for learning (presentation building in Santa Cruz Mountains visible right NOW. This week before plastered) to be LEED
 39. Join local USGBC group- to learn and contribute
 40. Join LEED efforts in City of Santa Cruz (coast hotel, etc)
 41. For university Buildings: don't just reduce (efficiency) also use technologies and methods that are eco-effective; natural closed loop systems; ex. zero energy buildings
 42. Ownership: building as curriculum, student investment in: design, furniture, carpet (materials selection), maintenance, monitoring, living doc. self-guided tours
 43. Sustainability at bioregional level: green building--> food-->transportation-->energy--> water--> waste, etc.
 44. UCSC as pilot program for USGBC-->LEED "campus" application
 45. Regional ties with other green building efforts: CSU Monterey Bay; Cabrillo/ Hartnell/ MPC; Monterey Institute of International Studies; MLML; UCM Best; K-12, community orgs--> share info, resources, expertise, training on how to guide . . . papers, lessons learned
 46. Group PV purchasing for entire MB: feasibility studies, monitoring of PV- Energy saved
 47. Slugs need to disperse through out the Bay: curriculum? Tie-in with teaching here, create green education for k-adult; clear presentation with facts, photos before and after info --> traveling
 48. Use "green" principles in programming new uses in old Texas Instruments building (2300 Delaware)
 49. Data collection of costs/savings of LEED building focus on type of building, life, externalities

and aesthetics

50. Volatile emissions from carpets, indoor contamination of air
51. Existing buildings? wind/solar on roofs???
52. Money for maintenance not enough money for upgrading for energy water efficiency
53. Need to define what is an acceptable cost increase for a defined payback period
54. Push for silver standard
55. Mechanism to protect green features from being valued out
56. Improve our construction and design standards

Idea Share:

- 1) 'Cradle to cradle' more recycled building materials
- 2) Living building concept
- 3) On site lumber mill for fallen trees
- 4) Develop green building principles in Delaware building
- 5) Eco charrette for all buildings (intensive focus session)
- 6) Fundraise for green building curriculum
- 7) Link curriculum to current projects
- 8) Photovoltaic-find solutions for funding/building/life cycle costs
- 9) CSAC? -Work with UCOP for new funding models (life cycles)
- 10) Figuring out best certification system
- 11) Increase maintenance budget for resource conservation funds go to conserve more
- 12) Distribute data (life cycle and resource conservation) to rest of state
- 13) Using healthy materials
- 14) Buildings as curriculum/ students design and pick out materials
- 15) Word out on education of green building
- 16) Make UCSC pilot site for LEED
- 17) Strengthen ties between educational institutions-share info
- 18) Learn in community projects, get students involved in community projects
- 19) Get more green building educational tools like PICAA straw bale
- 20) Bring in K-12 to sustainable education

Where are we now?

- 1) CSAC: Green Building as a top priority
- 2) Implementing GB and Clean Energy Standards
- 3) UCSC student movement in sustainability is on the forefront
- 4) CSAC< SEC< CSSC all making change
- 5) Energy monitoring has begun CPUC retrofitting of older buildings
- 6) Building have been improving but maintenance isn't as green in some buildings
- 7) Green building creating collaborative involvement
- 8) LEED EB
- 9) Department of finance
- 10) Physical plant and willingness to collaborate
- 11) Grounds department and physical plant encouraging LEED education
- 12) Water is metered
- 13) Students sitting on building committees

Next Meeting:

March 4, 12-1, Bay Tree Conference Room A

LONG RANGE DEVELOPMENT AND PLANNING

Co-facilitators: Kristen Townsend and Matt Waxman

Participants:

John Barnes	barnesj@ucsc.edu	Director of Campus Planning, Physical Planning & Construction
Cody Grout	codo27@msn.com	College Eight
Angela Harris	yoangie@msn.com	Crown College
Justin Heineman	hittman4li2003@yahoo.com	Stevenson/ City on a Hill Press
Scott Loosley	sloosley@ucsc.edu	Physical Plant/ Grounds Services: Site Stewardship Program
Melissa Vo	vomelissa@yahoo.com	Kresge/ Kresge Krier
Kristen Townsend	gni_ucsc@yahoo.com	co-facilitator/ Good Neighbor Initiative
Matt Waxman	mwax@ucsc.edu	co-facilitator/ LRDP Committee undergraduate representative

Action Ideas:

1. Maintain campus and community relations/communication/collaboration to fit in with city, campus, UC-wide, and state-wide interests (Combine last year's action steps #3,5,7,13)
2. Form advisory group to oversee implementation of LRDP projects; report to or work with CSAC
3. Form group that encourages various (working) groups to follow or plan with the framework outlined in the LRDP.
4. Continue to encourage and inform students
5. Encourage community and neighbor involvement; get their input.
6. Educate the community about student organizations and activities that benefit the community and the campus.
7. Work with the Core teachers and colleges to design curriculum that engages and informs incoming freshmen about the impacts that the campus and community have on the local environment (i.e. informal footpaths, trash, mountain bikes off trail paths, etc.). Think about plans for managing and reducing these environmental impacts as student enrollment increases and the campus dynamic continues to evolve. Education at freshmen orientation or creating materials for the packet they receive at the start of school would also be an easy way to reach new students.
8. Study the environmental and social impacts of students, staff, and faculty commuting to campus in single-occupant vehicles (SOV). Integrate this aspect into new Core curriculum, as well.
9. Since most students were required to perform community service to graduate high school, the same standard should be applied at UCSC. Create a student service learning (community service) requirement so students get involved with environmental restoration (relating back to becoming aware of population impacts on the environment) or working with local community organizations (encouraging the building of better relations with the community).

10. Discuss what can the university offer the community and what can the community offer the university? What would the community like to see from the students or the campus as a whole?
11. Desire more faculty involvement, maybe specifically in the area of awareness about transportation and alternatives. Sometimes it seems the faculty are so busy with their departments or focus that they are missing or disjointed from campus affairs and events.
12. Send LRDP representatives into the community as outreach tools.
13. Improve alternative transportation
14. Use faculty (via their classes) as a means of communication with students.
15. Educate students about the Green Building initiatives (and others?)
16. Give an informational presentation to the Academic Senate on SEC, CSAC and service learning/place-making/conservation requirement.
17. Do an audit/scorecard of "Where We Are Now" with regards to different sustainability efforts (recycling, etc.)
18. Encourage students to attend community meetings to have their voice heard in the community.
19. Implement a public awareness campaign regarding the impacts of sustainability and the environment. Offer the positive and negative statistics and facts about different areas around campus (i.e. The erosion on this hillside causes 3 feet of dirt to be lost every year).
20. Create community and campus liaisons (students, staff, and faculty) who visit the Core classes and make presentations as well as being involved in educating and getting feedback from the community.
21. Continue to educate about conservation: offer rewards or hold competitions between colleges on energy or water conservation. Insert a policy statement in the LRDP that states an increase in conservation a campus-wide goal.
22. Create a clear statement on how CSAC groups fit into the LRDP.
23. Encourage anyone interested to attend the LRDP/campus planning ESLP (Education for Sustainable Living Program) section

Next Meeting:

Regular LRDP Student Involvement meetings on Fridays.

SOCIALLY-RESPONSIBLE UC INVESTMENTS

Co-facilitators: Tawn Kennedy and Patrick Ohslund

Participants:

Jessian Choy	exetera@ucsc.edu	Alumni, Legal Studies; SEC
Ralph Hernandez	rghernan@ucsc.edu	Student, Legal Studies, PICA film
Tawn Kennedy	in_spiration@photon.net	Co-facilitator/ ESLP-ART group leader, Alumni, Environmental Studies
Patrick Ohslund	pohslund@hotmail.com	Co-facilitator/ Alumni, Philosophy

Action Ideas:

1. Two fold strategy: increase knowledge in investment in a given system, increase SRI (Socially responsible investing) from individuals. Recruit anyone who interested beyond CA campaign to do research and create goals and action plans.
2. Films on SRI: Students and community TV; Use myself as resource (R. Hernandez); Must reach out through media in order to get the vital support
3. Find out what the current UC investments are: Who are the decision makers? Is it a matter of public record? Are there other groups looking into this? What investments would the UC be flexible about? Would a more SRI be more lucrative for the UC, and how to put it as a financial investment - OR - a more SRI would put you at the forefront of this movement that is gaining momentum (show UC other groups working collectively on this issue in order to show momentum).

Example of how funds are allocated and managed.(a) University Endowment Manager manages University's investment portfolio, which feeds into (b) Investment firm that manages many institutional/educational endowment accounts. These firms decide where to put the money (could be in stocks of corporations, bonds, currency, real estate investment trusts etc...)

4. What issues would students support, in order to sway UC? We must show them the momentum behind an issue. Must also pick an issue that the UC would even consider being flexible with.
 - Military investment (too much monetary investment for UC to be flexible)
 - Environmental issue (strong possibility)
 - Social inequality (strong possibility)
5. Share holder action-Learning about who passes shareholder initiative. What universities have passed initiatives? How UC passes initiatives? Look at UC as a business. DO share holders have economic stakes?
6. Look into how retirement funds are invested. How are the dividends allocated?
7. CSAC is a good place for outreach
8. Economics department creating a class on socially responsible investments
9. Look into Human rights litigation - Social documentation. Human rights watch; amnesty international. Look into which countries are violating human rights and index them with investments. If one of these countries is invested in, then there is a place for action

10. Support any of the current efforts. Point people in a direction they can help with. Have some research done and then do a documentary project. Will reconnect with a past professor (who touched on SRI) regarding creating a class

Next Meeting:

Group will not continue meeting. We did agree to do some research on our own and email our findings to a central email account for compilation.

TRANSPORTATION

Co-facilitators: Hillary Saunders and Alissa White

Participants:

Jonathan Gifford	igifford@ucsc.edu	Merrill/ Undergrad, TAC Member
Felix Ratcliff	felixratcliff@hotmail.com	Cowell/Undergrad/ENVS
Molly Wilson	mollyjune@comcast.net	Kresge/ENVS & LALS
Teresa Buika	tabuika@ucsc.edu	TAPS/Transportation Planner
Arthur Coulston	arthur.coulston@ucoop.edu	UCOP Intern
Chris Jong	ijong@biology.ucsc.edu	Biological sciences/Lab manager
Hillary Saunders	dylan4awareness@yahoo.com	Co-facilitator/ Merrill/ ENVS
Alissa White	acwhite@ucsc.edu	Co-facilitator/ Merrill/ ENVS

Action Ideas:

1. Biofuels production facilities
2. Research why students are not walking*
3. Carshare
4. Educate, especially in Core classes
5. Post maps around campus*
6. Improve bike accessibility e.g. Between Porter and Kresge on Heller
7. Bike Safety: bottom of bike path a lot of gravel that is dangerous to road bikers
8. Promoting people power through parties, rickshaws, incentives/coupons
9. Increase bike trailer service*
10. Extend bike trailer hours and increase service to the east side; what kind of fuel does the bike trailer use?
11. Place signs at the bus stops-- maybe a hand drawn path map with estimated walking times to different locations on campus
12. Close or restrict student private vehicle traffic between remote lots
13. More buses; SC metro needs more money
14. Look into alternative fuels
15. Continue LRDP involvement
16. Work with the new chancellor and CSAC
17. Promote biking and walking around campus
18. Create a transportation alternatives meeting in which ideas can grow. Try to include city managers, campus planners, Mayor Mike Rotkin as well as students. The groups should meet regularly and encourage collaboration between campus and community
19. Brainstorm incentives for people, especially staff, not to bring cars
20. Ridesharing programs could be of immediate use; maybe have different boards at various locations like colleges, and include information for weekend trips and breaks.
21. Shopper shuttle shouldn't just go to Safeway but also to Trader Joe's and New Leaf
22. Make educational flyers for shuttles that students can read while on bus, this can serve as a venue for promoting TAC meetings

23. Increase bus service to the east side
24. Host a biodiesel workshop for students
25. CUIP transportation intern if there isn't already one
26. Initiate a UCSC slug bike fleet where students can rent bikes for periods of time. It would be really neat if this were a citywide program so students could take the bikes into town and leave them for others to rent and ride.

Discussion and exploration of ideas:

WALKING

- Work with OPERS, the health center and TAPS
- Timed path duration for uphill and downhill times.
- Most paths are under trees so they are hard to aerially map and it costs more.
- Educate about ways of getting around campus especially at freshman orientations
- Start student walking clubs through OPERS
- A student could GIS the paths for a project, maybe get credit through Brian Fulfroost, and can also put the map on the web; maybe get students involved who don't know GIS but want to
- Contact LRDP to see if they mapped paths during their process
- Concentrate on making maps more quality or have signs on the paths with themes or colors to help guide new students
- Create "safety corridors" with lights; make sure water isn't flowing down them
- Start a buddy system like Yale has where there are designated people you can call to have walk with you at night

Note: Taps is funded through students, but we have no access to money to make paths connecting roads or buildings

CORE CONCERNS

Transportation is under funded system wide! State doesn't fund transportation and parking, only buildings. UCOP interns are investigating that.

BIKING

- Problems getting to Earth and Marine building; also getting from west-side to east side of campus
 - There are a lot of pedestrians that are hard to maneuver around
 - Science hill is impossible to get across; up and downs are steep-- sometimes you have to carry your bike up steps
 - Construction doesn't think about bikers. It would be nice if they didn't put fences right on road so that pedestrians and bikers can get around
- Question: how can we tell our views? Physical planning doesn't always contact Taps, especially not in advance, but they can be responsive if contacted.

TAPS

Students need to know how to contact Wes Scott to tell about problems with transportation impediments.

BUSES

- There are not enough buses at peak times
- Why not use data from buses to fix bus schedules (campus and city) to coordinate better with student schedules?

Problems: Metro has no consolidated facility so they cannot buy more buses (but that should change soon). Also legislation is needed to increase federal money to Santa Cruz's transportation program, as we are already due more funding than we receive.

We would all like to get educated about transportation budget and policy.

Participants:

- Molly: Envs/Lals student interested in biodiesel and biking
- Chris: biology dept; uses bus—concerned that it takes 50 min even though she lives on West side to get to campus. She believes there has always been an inadequate number of buses related to the number of students. She thinks it is unfortunate that people who live close are still driving to work and school.
- Teresa: transportation planner for campus; working on LRDP, vanpools, bidirectional bus service, grant writing Car sharing Program that all UCs are looking at but running into obstacles
- Arthur: Santa Cruz community member, also part of CSSC transportation intern; system-wide level and improving the community.
- Jonathon: student member of transportation advisory committee
- Felix: student and biker; wants to help make campus more bike and foot oriented; thinks that maybe there should be a freshman orientation and other educational outreach.

Current State (list of last year's action steps)

1. LRDP
2. Biodiesel
3. TAC
4. Ride Share
5. Bike Festival
6. TAPS intern
7. ESLP & Curriculum
8. GPS Shuttle Tracking Stacking
9. Outreach at bus stops

Elaborations and Amendments

- LRDP- Matt Waxman and James are official members who are students.
Hold meetings, Wrote a “white paper”
Push to reduce number of cars , Promote a walkable campus
- Dave Shaw attempted to make brewing a facility, started brew operation, could have great potential
- TAC/TOC merged to TAC, meets 2nd Wednesday of month; has four student positions and one is open
- Arthur and another are new interns at UCOP researching UC transportation issues
- Current campus buses run on B20 biodiesel blend—clean air is an institutional barrier to increasing the blend
- One campus shuttle runs on natural gas, but it is expensive
- Most buses are bought used; possibility now, due to technological advances, to be able to buy used ones natural gas vehicles on the market (retrofitting is expensive)
- City buses partially run on natural gas

Question: Where does the campus buy biodiesel? Right now buy from private company. An idea floated last year to use grease from dining halls.

Next Meeting

12:30-1:30 Feb 15th

Alissa will set up list serve and will schedule meeting place and email it out to group
Everyone will outreach to get more interested students involved and joining our meeting
Hillary will email notes to group once list serve is set up.
Arthur and Alissa will prepare and facilitate next meeting.

WASTE PREVENTION

Co-Facilitators: Leah Walsh and Viet Duong

Participants:

Leah Walsh	beauty.of.peace@gmail.com	Co-facilitator/ SEC Co-Chair
Viet Duong	vtgemini@aol.com	Co-facilitator/ SEC

(list of participants currently unavailable)

VISION

1. Incorporate Waste Prevention into our normative culture (2nd nature)
2. Recycling is not a option, it is a more reflex

Action Ideas:

*NOTE: all ideas were focused on aspects of furthering our outreach and education

1. Incorporate recycling into Freshman Orientation: Set up a coalition to consistently network with each college), RA's take their hall to the recycling center specific to their college; Create a CD specific to each college with the necessary recycling information; Get recycling bins in all the dorm rooms (specify one is for recycling)
2. Get compost in the campus kitchens
3. Establish Waste Prevention programs in each college; Have them use less paper napkins
4. UCSC requirement to take an ENVIS or environmentally focused class (make it a good one!)
5. UCSC graduation requirement to volunteer hours either doing hands-on work or teaching others
6. Work on best ways to approach getting a Sustainability Coordinator (Research)
7. Promote "full cycle" purchasing (product goes back to vendor when life cycle is done)
8. Eliminate paper cup use
9. Continue making informative dinning hall table tents
10. Offer Campus Recycling Tours- tours physical plant, recycling center, gardens, etc.
11. Create a structure for approaching administration/staff (who to talk to in regard to which issues)
12. Make visual ways to get our message across: Tree decoration of wasted paper, Dump the amount of trash thrown away/day in a central area (@ Bookstore)
13. Tabling at colleges about food waste (specifically looking at the situation of poverty in the world)
14. Follow-up on the success of the pulping machine. Speak to other dinning halls about the possibility of getting more across campus.
15. Look into working with school programs (start out young!)
16. Make simple leaflets of why to recycle (simple things people can do- techniques and changes in behavior)
17. Work with the administration to get Earth tubs
18. Create compost gardens. Make them educational and easy to visit.
19. Make a visible campus-recycling program.
20. Get outdoors! Offer more fieldtrips!
21. Get a Waste Prevention focused Action Research Team in ESLP next year.

Next Meeting:

Student Environmental Center Waste Prevention campaign meetings