

CLIMATE ACTION PLAN



ANTIOCH
UNIVERSITY
LOS ANGELES

September 2015

A Letter From the President

ANTIOCH UNIVERSITY MISSION

Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

ANTIOCH UNIVERSITY VISION

Antioch aspires to be a leading university offering learners and communities transformative education in a global context that fosters innovation and inspires social action.

AULA PURPOSE STATEMENT

Antioch University Los Angeles provides rigorous progressive education to prepare students for the complexities of today's diverse societies. Combining dynamic scholarship and creative endeavor with experiential learning and reflective practice, AULA fosters personal and collective agency, global citizenship, and socially conscious leadership.

OUR VALUES

Antioch University Los Angeles values and commits to:

- Global perspectives and knowledge of the interconnected context in which we act
- Coalitions across groups for building common ground
- Social justice, support for a sustainable environment and community partnerships
- Anti-racism as an imperative of the historical movement in which we live
- Human dignity and dismantling ethnic biases, heterosexism, sexism, classism, ageism, ableism, and discrimination based on religious, cultural and political affiliations, and other forms of oppression
- An intellectual climate that acknowledges the whole person, focusing on wisdom, creativity, expression, experience and skills needed to promote social change

Antioch University values and nurtures an innovative, reflective, and experiential approach to educational excellence. We build on our history and foster creativity and leadership within our community. We are focused on compassion, ethical steadfastness, and a never-ending belief that change is possible.

Dear Reader:

What I like about being a member of the Antioch University Los Angeles community is the fact that the great majority of the members of our community support the statement made by Paul H. Ray and Sherry Ruth Anderson in their book *The Cultural Creatives: How 50 Million People Are Changing the World* when they wrote that “...something serious has to be done about the dangers facing the planet. ...Most of humanity wants to know how to make the change.”

What makes me proud to be a member of the Antioch University Los Angeles community is that we have collectively made the decision to do something serious about those dangers. We are a community of “positive deviants” where, in the words of Sarah Parkin, “Positive deviance means doing the right thing for sustainability, despite being surrounded by the wrong institutional structures, the wrong processes and stubbornly uncooperative people.” (Forum for the Future, 2010)

As you read this plan please keep in mind the inspiring words of Kate Raworth: “Any vision of sustainable development fit for the 21st century must recognise that eradicating poverty and achieving social justice is inextricably linked to ensuring ecological stability and renewal” – “A Safe and Just Space for Humanity” (Oxfam Discussion Papers, 2012).



A handwritten signature in black ink that reads "Tex Boggs".

Tex Boggs
President
Antioch University Los Angeles

OUR UNIVERSITY

Antioch University is a bold and enduring source of innovation in higher education. Inspired by the work of pioneering educator Horace Mann, Antioch University is a vital, vocal advocate for higher education that promotes the common good, prizes experience, and draws on the strength of a diverse academic community.

The campuses were founded starting in the 1960s as satellites of the original Antioch College, founded in Yellow Springs, Ohio in 1852. Now independent from Antioch College, the five Antioch University campuses continue to thrive, providing rigorous, progressive education from New England to Seattle. Each campus has its own distinct flavor and academic offerings, united by a common commitment to social justice and learner-centered education.

Antioch University's leadership follows an innovative governance structure that is unlike any other university. The leadership team at AU is comprised of a Chancellor, University Leadership Council, Board of Governors and individual campus Boards of Trustees who work together through camaraderie and the ultimate learning experience across all campuses.

Antioch University Los Angeles is one of five campuses around the country that comprise the Antioch University system. The University is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA).

1. Acknowledgements	3
2. Introduction	4
3. Sustainability Committee and Climate Action Plan (CAP) Timeline of Accomplishments	5
4. Goals and Actions	7
4a. Communications, Engagement & Outreach	7
4b. Curriculum	10
4c. Energy and Water	13
4d. Finance	15
4e. Food and Waste	17
4f. Procurement and Utilization	20
4g. Transportation	22
5. Greenhouse Gas Emissions Report	25
5a. A Growing Commitment	25
5b. Terminology & Green house Gases	26
5c. Scope I,II, and III Emissions	27
5d. Boundary Conditions	28
5e. Emissions Summary	28
5f. Scope I Emissions	29
5g. Scope II Emissions	31
5h. Scope III Emissions	32
5i. A Year in Comparison	34
6. Conclusion	36
7. Appendix	38
a. Sustainability Committee Charge	39
b. American College & University Presidents' Climate Commitment (ACUPCC) Commitment	41
c. 2011/2012 Greenhouse Gas Report	43
d. Antioch University New England Fossil Fuel Divestment Brief	55
e. Waste Diversion Report	65

// We stand now where two roads diverge. But unlike the roads in Robert Frost's familiar poem, they are not equally fair. The road we have long been traveling is deceptively easy, a smooth superhighway on which we progress with great speed, but at its end lies disaster. The other fork of the road — the one less traveled by — offers our last, our only chance to reach a destination that assures the preservation of the earth. //

— Rachel Carson, *Silent Spring* 1962

LEADERSHIP

Tex Boggs, President
David Houser, Regional Chief Financial Officer
Sandy Lee, Chief Operations Officer
Luis Pedraja, Provost & Vice President for Academic Affairs

BOARD OF TRUSTEES

Tex Boggs
Wren Brown
Susan Cole Hill
Alice Desobry Bowens
Jack Illes
Craig Keys
Lillian Lovelace
Kathy Mackinnon
Dannelle-Mimi Phan
Alicia Miñana de Lovelace
George L. Ochs
Jason Oclaray
Laurie Petersen

AULA STUDENT RESEARCH TEAM

Danny Ayal
Amanda Begley
Kent Grant
Misty Dawn Spicer
Huda Bayaa
Sophia Kozak
Wanda Earl

SUSTAINABILITY COMMITTEE

Amanda Begley, Alumna & Student
David Houser, Regional Chief Financial Officer (previous member)
Cyndi Hubach, Alumna
Sandy Lee, Chief Operations Officer
Lisa Lepore, Director of Library Services
Kellum Lewis, Faculty
Audrey Mandelbaum, Staff & Faculty
Lauren Moran, Staff
Jane Paul, Faculty (Committee Chair)
Andrea Richards, Dean of Assessment and Student Learning & Faculty
Mark Riddle, Faculty (previous member)
Don Strauss, Urban Sustainability Program Chair
Sylvie Taylor (previous member), Director of the Applied Community Psychology Specialization & Faculty

SPECIAL THANKS:

Catherine Vargas, City of Culver City Environmental Coordinator

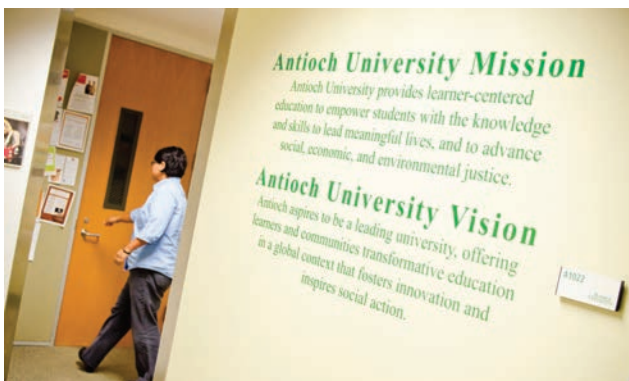
Three Squares, Inc:
Jaime Nack, President
Carolina Leonhardt, Program Manager

Transwestern – Corporate Pointe Office Center:
Wendy M. Donell, Senior Property Manager
Rick Tankersley, Chief Engineer

Nurit Katz, University of California Los Angeles, Chief Sustainability Officer and Executive Officer, Facilities Management

Karen Hamilton, Marketing Manager, Communications & Marketing, Antioch University Los Angeles

Karen Drudi, Marketing & Digital Media Designer, Marketing Department



The Antioch University Los Angeles (AULA) 2015 Climate Action Plan has been produced by many hands, under the leadership of the AULA Sustainability Committee. Two years in the making, the AULA Sustainability Committee is pleased to have completed this phase of our work, and we are excited by the challenges that lie ahead of us. While this Climate Action Plan does not set a firm target date for carbon neutrality at AULA, it does document our goals and our approach to carbon neutrality as a signatory to the American College and University Presidents' Climate Commitment (ACUPCC). Along with its precursor, the Greenhouse Gas Inventory, the Climate Action Plan serves as a baseline as we implement, further assess and communicate about our sustainability initiatives.

The carbon neutrality challenges faced by a small university located in a leased facility are many. The simple facts of shared spaces, energy, and water among multiple tenants alone give truth to this claim. Rather than viewing this as a daunting challenge, we have taken it as an opportunity to establish relationships with our neighbors and building management, with the hope that AULA can lead by its example and educate those we touch. For a university, this is not a great stretch. Indeed, education is our stock in trade.

We have much to be proud of. As a social justice institution, we have comfortably insinuated these principles into our definition of sustainability and our sustainability practices. As one campus in a five-campus system, we have joined our sister institutions—Antioch University New England and Antioch University Seattle—in producing a Climate Action Plan that we believe authentically reflects these values. We fully understand that, though one major goal of a Climate Action Plan is to move a university ultimately to a carbon neutral or carbon negative state, the goals of transforming *person to person*, *community to community*, *people to all living things*, and *people to place* relations require time, patience, and highly nuanced systems thinking. These latter pursuits are truly about the journey more than the destination, because their implementation is sure to cross generations and centuries. To these ends, we are most proud of our academic programs that, regardless of discipline, seek to heal and improve all of these relationships.

We are proud signatories to the ACUPCC, and we are grateful to be joining the community of signatories with completed Climate Action Plans. Though Antioch University Los Angeles is only one of several hundred universities to take on this work, we have a long and distinguished tradition of institutionalizing work for the greater good. Working toward climate neutrality, climate justice, and climate awareness squares beautifully with our university mission, so it is work we must do with great hope and enthusiasm.

// We are not faced with two separate crises, one environmental and the other social, but rather one complex crisis which is both social and environmental. ... The climate is a common good, belonging to all and meant for all. //

— Encyclical Letter *Laudato Si'* Of The Holy Father Francis
On Care For Our Common Home, June 18, 2015

Sustainability Committee and Climate Action Plan (CAP) Timeline of Accomplishments

SECTION 3

PARTNERS AND RESOURCES

American College & University Presidents' Climate Commitment (ACUPCC)

The ACUPCC provides a framework and support for America's colleges and universities to implement comprehensive plans in pursuit of climate neutrality. <http://www.presidentsclimatecommitment.org>

Antioch University New England (AUNE) (Climate Action Plan and Procurement Policy in Addendum) Colleagues at AUNE have served as advisors and supporters to AULA. Antioch University New England is "committed to ecological stewardship and social justice, cultivating local as well as global perspectives to educate students with diverse backgrounds and opinions to become leaders of change." (excerpted from AUNE's Values Statement)

Association for the Advancement of Sustainability in Higher Education (AASHE)

AASHE provides leadership, essential knowledge resources, and a unique framework for demonstrating the value and competitive edge created by sustainability initiatives. <http://www.aashe.org>

California Higher Education Sustainability Conference

The California Higher Education Sustainability Conference highlights cutting-edge research, as well as case studies with proven successes in curriculum development, operational programs, and community partnership <http://www.cahigheredusustainability.org/default.php>

City of Culver City

Environmental Programs and Operations (EPO) will focus efforts in the area of environmental programs and operations related to refuse and recycling, stormwater, and sewer system management. EPO takes pride in the privilege of bringing quality services to the community for the purpose of

- July and August 2013: Staff and faculty begin to work as a team in order to develop the purpose, functions and objectives of a new Sustainability Task Force, and to engage AULA leadership. Students conduct related research.
- August 2013: Recruitment for the Task Force begins, meetings are held with community advisors, purpose statement drafts are written.
- September 2013: The first meeting of the newly formed Sustainability Task Force is convened.
- December 2013: President Tex Boggs approves Sustainability Task Force purpose document, creating the Sustainability Committee (see appendix 7a). The document charges the committee with the following goals:
 1. Development of AULA sustainability policies and practices in alignment with the Antioch University mission
 2. Alignment and compliance with the American College and University Presidents' Climate Commitment (ACUPCC), including the formation of and ongoing implementation of a Climate Action Plan
 3. Increased student, staff, and faculty education, engagement, and awareness of impacts and benefits of sustainability efforts
 4. Stronger relationships with the external community of advocates and decision-makers in sustainability, environment, social, and economic justice
 5. Improved student, staff, faculty, and worker health, attendance, productivity and morale by creating a safer, cleaner workplace
 6. Significant reductions in university greenhouse gas and toxic emissions
 7. Significant reduction of overhead costs through:
 - o Increased energy and water efficiency
 - o Decreased waste to landfills
 - o Support of recycling and reuse sectors
 8. Increased alternative transportation options and

both maintaining and enhancing Culver City's infrastructure and environment.
<https://www.culvercity.org/Environment.aspx>

Cool Campus Climate Planning Guide

AASHE is a professional, membership based association of colleges and universities in the U.S. and Canada. Its mission is to promote sustainability in all sectors of higher education. The Cool Campus Climate Planning Guide is produced by AASHE.
<http://www.aashe.org/files/resources/cool-campus-climate-planning-guide.pdf>

County of Los Angeles

The Los Angeles County Office of Sustainability (COS) develops and implements programs that impact and benefit the constituents of Los Angeles County.
<http://green.lacounty.gov/wps/portal/green/about>
<http://green.lacounty.gov/wps/portal/green/business>

Los Angeles Regional Collaborative for Climate Action and Sustainability (LARC)

LARC is a network designed to encourage greater coordination and cooperation at the local and regional levels to thoroughly address climate change and promote a green economy through sustainable communities.
<http://www.laregionalcollaborative.com>

Metropolitan Transit Authority

Los Angeles County Metropolitan Transportation Authority (Metro) is unique among the nation's transportation agencies. It serves as transportation planner and coordinator, designer, builder and operator for one of the country's largest, most populous counties. More than 9.6 million people – nearly one-third of California's residents – live, work, and play within its 1,433-square-mile service area.

Sustainability Tracking, Assessment & Rating System (STARS)

The Sustainability Tracking, Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.
<https://stars.aashe.org>

Three Squares

Three Squares Inc.® (TSI) is an environmental consulting firm which designs sustainability into the internal and external DNA of organizations.
<http://www.threesquaresinc.com/index.php>

infrastructure

9. Adoption of procurement practices that promote environmental and public health as well as just labor practices
10. Promoting support of local community-operated and environmentally friendly businesses by promoting their services within and beyond the AULA Community (e.g., developing a list of vendors who follow sustainable practices)

- January – December 2014: Sustainability Committee, composed of between 8 and 12 individuals from staff, faculty, students, alumni, and administration, meets every 4 – 6 weeks with the intent of 1) developing and writing a Climate Action Plan, 2) developing immediate actions for the Committee to enact, and 3) raising community awareness of the Committee, the CAP and the impacts of both institutional and individual behavior
- Spring 2014: Sustainability Vision web pages are launched
<http://www.antiochla.edu/about-aula/sustainability-vision/>
- January – July 2015: CAP draft sections are reviewed and refined
- April – July 2015: Three Squares Inc. is engaged to create the 2014 Greenhouse Gas (GHG) Inventory report and analysis
- August – September 2015: GHG report is completed and submitted to ACUPCC. Final written documents are reviewed, document design begins, and draft approval process is underway.
- September 2015: The Committee begins planning for future reports and enacting short term actions



The AULA Sustainability Committee has developed a set of goals and action steps to move our campus forward in becoming a leader in environmental stewardship, both as practitioners of sustainable policies and as an educational resource for the campus community and the community at large.

- 4a. Communications, Engagement & Outreach
- 4b. Curriculum
- 4c. Energy and Water
- 4d. Finance
- 4e. Food and Waste
- 4f. Procurement and Utilization
- 4g. Transportation

4a. COMMUNICATIONS, ENGAGEMENT & OUTREACH

Communications, engagement and outreach are critical aspects of any climate action plan. In order to inform and engage all stakeholders and promote the Sustainability Committee's activities to the community within and beyond the university, we must develop effective ways to make our activities accessible, informative, and interactive. By knowing more about and engaging in sustainability work, the AULA Community can develop an atmosphere of mindfulness around sustainability.

The Communications, Engagement & Outreach Workgroup members believe that the work we are doing to positively impact public health and climate justice within our school and within the larger community should be broadcast far and wide, while also allowing space for input and involvement. This engagement will happen via ubiquitous sustainability messaging on and around campus, through electronic communication with students, faculty, staff and administration, and through the creation and promotion of specific, organized opportunities.



Current Projects & Programs:

- Launched in spring of 2014, AULA's Sustainability Vision web pages include images and descriptions of our university vision, our Sustainability Committee, its purpose and members, AULA's justice and sustainability projects and a list of our resources and partners.
- Many of AULA's undergraduate and graduate courses include field trips and guest speakers who share our vision of a just and sustainable future. Our relationship with those organizations and individuals and these activities offer continuing opportunities for the justice and sustainability message to be shared with broader community while enhancing our understanding of impacts and of action.

- Our Admissions teams and our faculty frequently speak at other colleges and universities about Antioch University Los Angeles and its commitment to social justice, sharing our ideas and our initiatives related to sustainability, climate, and equity.
- AULA frequently hosts panels and events with community partners sharing experiences, expertise, and opportunities for engagement.
- Since the spring of 2012 AULA has collected over 11,500 pounds of rice, beans, and baby cereal in our Perpetual Food Drive (administered through Project Second Life, a point initiative of the Applied Community Psychology Specialization of the Psychology Department and the Education Department). All collected food is donated to a local food bank that distributes the food to over 70 local community organizations serving people who are food insecure. Routine participation in the Perpetual Food Drive is one way students, faculty and visitors can make sustainability efforts part of a lifestyle of thoughtfulness and engagement.
- AULA hosts an annual Day of Service in which staff, students, faculty, and alumni gather to contribute to an important health and well-being-related project in the Los Angeles area. These activities often draw 50-60 participants. Past Days of Service include projects such as our collaboration with EnrichLA, which designs and installs edible and educational gardens in local public schools.



GOAL 1: *Inspire and instill a greater degree of “sustainability thinking” in AULA staff and students through initiatives designed to focus attention around sustainability issues and practices*

RECOMMENDED ACTION STEPS

- 1 | Develop a quarterly theme related to sustainability efforts and education (i.e., food, waste, energy, water), supported by recommendations for practice (“how to save water at home!”), links to interesting organizations and campaigns, suggested readings, online videos, screenings of films on campus, etc.
- 2 | Introduce “Think Sustainably” campaign during student orientation. This action not only brings sustainability issues to students’ attention but asks those interested to sign a sustainability pledge, keep track of statistics such as water use at home, miles traveled by car, etc. These collected data could be used to track progress over time, demonstrating reductions in individual and institutional carbon footprints.
- 3 | Install sustainability-themed wallpaper, messages, etc., on computers in lab/public computers as well as signage in public areas. This will help create an environment where sustainability issues are visible and support conversations among students, faculty and staff.
- 4 | Host an annual “Green Fair” on campus and invite local groups to share expertise, offer premiums and discounts on products and services and connect interested participants with organizations who could use their help.
- 5 | Create Sustain AULA one sheets (information sheets) to share with students and staff.

GOAL 2: *Educate the AULA community about specific sustainability issues through public presentations as well as online, printed and social media*

RECOMMENDED ACTION STEPS

- 1 | Offer one activity/presentation (i.e. films, speakers) each month (or each quarter) on a different sustainability topic w/related information posted around the campus. If it is found that this activity overlaps with other current similar activities (such as within the Urban Community & Environment or Urban Sustainability MA programs), the Committee may choose to act in a supportive role rather than compete for the community's attention.
- 2 | Develop interactive communication, blogging and social media opportunities for students, staff, faculty, and partners to use, with AULA's communications team, in order to increase understanding of the ecological and social impacts associated with climate change and the impacts of individual and institutional behavior; (i.e., a simple web page section with an explanation of reasons to engage in efforts: "Why bother?" a blogging space on our Sustainability home page, and resources for classrooms and curriculum). Users could share accomplishments, epiphanies, new resources, etc., with the AULA community.
- 3 | Create blog, e-blasts, etc., for disseminating information and engaging the community (including alumni). There could also be opportunities for student, faculty, and staff participation on a blog to share one's own sustainability efforts, challenges, seek advice or suggestions and share inspiring photos.

GOAL 3: *Encourage sustainable practices and behaviors at school, work, home and elsewhere*

RECOMMENDED ACTION STEPS

- 1 | Create a section within the website to involve/engage the community in actions, in an interactive format (i.e. video "10 simple acts" clips/tips). This may also be the place for announcing accomplishments (new waste bins, for example).
- 2 | Distribute monthly DO ONE THING suggestions to AULA community (via email) in order to encourage students and employees to practice sustainable habits at home.
- 3 | Engage outside organizations in our work and encourage the AU community to follow outside organizational efforts that we can advertise on our webpages (i.e., each quarter has a theme: water, energy, waste and food, with a series of speakers, suggested readings, community partnership listings, film screenings).
- 4 | Enroll at least 80% of AULA faculty and staff offices in Green Office Program with 100% of enrollees achieving at least the minimum level of certification.

GOAL 4: *Raise the visibility of the AULA community's sustainability actions with targeted and effective communication tools and practices.*

RECOMMENDED ACTION STEPS

- 1 | Develop and maintain the sustainability section for AULA's website.



DIVESTMENT AND REINVESTMENT

In the years following successful campaigns supporting divestment from companies doing businesses with the apartheid government of South Africa, the movement to use the tool of divestment has grown across campuses and public and private sector institutions. Actions to divest from repressive governments, from the private prison industry and from fossil fuel industries have grown in strength, impact and scale.

Antioch University Los Angeles' Sustainability Committee is proud to support the efforts launched by Antioch University New England to create a fossil fuel divestment policy for our university (Appendix 7d). While taking Antioch University's funds out of gas and oil investment portfolios won't impact the finances of the powerful fossil fuel industry, it will make a strong and critical statement about what we, as a unified university with roots in social justice, stand for. As our graduates become newly educated and empowered activists in the fields of social change - in education, in mental health, in environmental studies, in social entrepreneurship - we absolutely should not undo the good work of those advocates for change by supporting an industry that threatens public health in the most vulnerable communities.

Additionally, we are galvanized by the opportunity to be a part of the deep and meaningful movement for reinvestment. Importantly – we have an opportunity to put our capital behind the work of those Antioch graduates, and make significant change by reinvesting those same funds into programs, projects and initiatives in communities that would benefit most. A one million dollar withdrawal from a fossil fuel investment portfolio is not even a tiny blip to the gas and oil sector, but is very impactful if invested into building equitable pathways. For example, Antioch University could invest in a community revolving loan fund to support new businesses in South Los Angeles, or into start-up funding for a worker-owned cooperative in the Northeast Valley, or into an education initiative in Boyle Heights, or into a multilingual health program in the neighborhoods of the Ports of Los Angeles and Long Beach.

Reinvestment is a timely and critical action that we can take, as participatory members of a community of forward-thinking learners, leaders and teachers. We can drive the effort **to reinvest, with economic equity and the creation of just and self-sufficient communities as our guiding principles.**

- 2 | Provide continuous outreach (announcements, presentations, learning opportunities, etc.) to alumni, current students, prospective students, faculty and staff.
- 3 | Develop a program for continuing outreach (announcements, presentations, etc.) to external partners (public, private and non-profit organizations; for example, the Culver City Environmental Programs Division, environmental and economic justice organizations, waste consultants).
- 4 | Promote and celebrate our victories (CAP benchmarks, operations/procurement changes, web presence, etc.) through the news section of the web site, social media outlets, and press releases.
- 5 | Consult with internal Communications and Marketing Managers and outside experts on how to improve benchmarking, public relations and outreach for Sustainability Committee.

GOAL 5: *Engage the larger community in sustainability practices*

RECOMMENDED ACTION STEPS

- 1 | Discuss with our 400 Corporate Pointe neighbors their participation in the Green Office Program, with a target of enrolling 50% in Green Office and having 100% of enrollees achieve at least the minimum level of certification.
- 2 | Offer experiential learning opportunities for AULA and the greater community through volunteer opportunities. Not only does this aid these worthy organizations and their efforts to create sustainable environments, it also deepens individuals' awareness and commitment to developing ongoing sustainable thinking and lifestyles.

4b. CURRICULUM

As a teaching institution, AULA's holistic commitment to sustainability necessitates that the curriculum reflects such a commitment. The Curriculum Workgroup has identified priorities directly related to sustainability within the AULA curriculum, defined here as including all credit-bearing activities for students. Our steps must include evaluating the presence of sustainability within our existing courses, giving us a baseline upon which we can build a more enriched, extensive sustainability curriculum.

The goals set forth below are connected to action steps that the campus should undertake to increase the connection between student learning and sustainability.

Current Projects & Programs:

- In 2005, the BA in Liberal Studies program adopted a new area of concentration that focuses on the interaction of the environment, systems, and people in the city. This Urban Community & Environment (UCE) concentration was the first attempt of the campus faculty to intentionally bring issues of sustainability into the curriculum. This concentration prioritizes fieldwork and experiential learning, bringing community leaders with expertise in social, environmental, and economic justice into the classroom and into the students' educational experiences, as well as bringing students to the community.
- Five years later, AULA launched the Master of Arts in Urban Sustainability (USMA) program to provide advanced study of the impacts of climate change on issues of justice and inequality. This program is training the next generation of urban problem-solvers to meet those challenges of climate change and inequality through a curriculum of intentional integration of classroom work with intensive engagements with strategic community organizations, field placements and capstone projects that focus on change.

GOAL 1: *Evaluate sustainability content in the existing curricula*

RECOMMENDED ACTION STEPS

- 1 | Educate faculty on the concept of sustainability, providing a broad range of definitions and examples of what sustainability can look like within the curriculum. Faculty will play a significant role helping us to identify sustainability content in the existing curriculum. In order for faculty to evaluate how much sustainability appears in their own courses, they need to understand the many forms that sustainability can take. Our plan is to host a teach-in with faculty in all programs, engaging the faculty in thoughtful discussions about how these facets of sustainability appear in their current courses.
- 2 | Help faculty evaluate their current course offerings to identify learning goals, readings, and learning activities related to sustainability. Faculty will be asked to assess their own courses using a sustainability rubric with criteria intended to increase reliability of these ratings. For faculty who did not attend the teach-in (described above), guidance will be provided through an instructional document and/or webinar available through the AULA website.
- 3 | Consider sustainability content embedded in fieldwork/internship sites across programs. In addition to looking at the course-based curriculum, the intention is to also evaluate sustainability content related to fieldwork/internship sites, relying on staff and faculty responsible for those areas to lead these specific efforts.
- 4 | Map curriculum using faculty ratings, course syllabi, and catalog descriptions. Faculty submissions of their sustainability ratings will be aggregated across programs to form a sort of curriculum map for each academic area. For core courses not currently assigned to a particular faculty member, a subgroup of the sustainability committee will evaluate these courses using syllabi to determine how they meet the rubric criteria. The



curriculum maps for individual programs will provide information about how each program educates students about sustainability and identify areas that are lacking in that program.

- 5 | Evaluate connection between sustainability and program-level goals. Once we understand the presence of sustainability within the academic learning activities, the Curriculum Workgroup focus will shift to a consideration of how the programs' learning outcomes reflect (or don't reflect) learning in relation to sustainability. Faculty leadership will be asked to facilitate conversations within their programs about how sustainability can be inferred from current learning goals and whether assessment of learning in those areas has been connected either implicitly or explicitly to sustainability. Again, the primary goal of this undertaking is to evaluate the current state of affairs so that we have a strong grasp of where we are beginning our curriculum development journey.

GOAL 2: *Enhance sustainability-related curriculum across programs*

RECOMMENDED ACTION STEPS

- 1 | Discuss with faculty whether and how to incorporate sustainability elements into their existing courses. Faculty can incorporate sustainability elements into their existing courses in a number of ways. Per the Sustainability Tracking, Assessment & Rating System (STARS) definition, "sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue." The Curriculum Workgroup has created a rubric to share with faculty, intended to provide guidance toward this curricular effort.



- 2 | Research and share how other institutions have built sustainability into their curricula. In order to facilitate an understanding of how to incorporate sustainable elements into coursework and curriculum, the Curriculum Workgroup will offer a literature review of existing efforts at other institutions, culling creative ideas and best practices to be shared with Antioch faculty as we move forward in this effort. The Sustainability Committee will post examples as well as offer opportunities to work with faculty members, brainstorming ways to incorporate different methods, themes and strategies into their courses.
- 3 | Discuss within each program's faculty new curriculum ideas that would add to current offerings in a way that gives students opportunities to develop knowledge and skills relevant to sustainability within their disciplinary field. As AULA faculty incorporate practices and ideas about sustainability from our colleagues at other universities, we will develop our own ideas for the integration of sustainable values into the curricula. AULA faculty across programs can inform and influence one another toward new understandings. At its core, this communion of faculty speaks to a goal of sustainability, to value, sustain and efficiently use the quality of goods that already exist here on our campus. Making an effort to share one's expertise while benefiting from the expertise of others will result in promising moves forward in developing ways to alter and influence existing curriculum while forging new ideas.

- 4 | Posit interdisciplinary learning opportunities that could develop skills and knowledge for students across fields. The integration or alignment of practice and theory across disciplines is an exciting opportunity for AULA, students, faculty, and community alike. Cross-listed courses, workshops, internships or “group” independent studies are examples of what could be possible in creating a new space to explore and configure academic approaches to sustainability issues.

GOAL 3: *Ensure that all Antioch students graduate with some minimum level of eco-literacy*

RECOMMENDED ACTION STEPS

- 1 | Develop program learning goals related to sustainability. While achieving a minimum standard of sustainability consciousness and knowledge (“eco-literacy”) is a goal of the Sustainability Committee generally, enshrining sustainability awareness across university curricula is, perhaps, the most direct means of increasing sustainability consciousness among students and faculty. Simultaneous with any changes in specific course learning goals, the Curriculum Workgroup will collaborate with program chairs and other stakeholders to incorporate sustainability ideas and awareness into each program’s learning goals.
- 2 | Create opportunities within each program for students to engage with sustainability issues. The Curriculum Workgroup will work with each department researching and engaging with other institutions to gather ideas for how this could best be accomplished. These learning opportunities might take the form of exercises, homework, case studies, etc., that utilize sustainability-related content, ideas, etc., For instance, an assignment in a finance course might require the student to analyze the profitability of a known sustainability-related not-for-profit according to the “triple bottom line,” i.e., “planet, people, profit.
- 3 | Brainstorm with faculty about co-curricular activities that could connect students with sustainability work being done in the community. The Curriculum Workgroup will assist department heads and faculty in brainstorming, developing and implementing these types of co-curricular activities, such as fieldwork that allows the student to apply program-specific learning toward a particular sustainability effort or, conversely, learning and applying sustainability practices within the program’s domain.
- 4 | Offer workshops through the Teaching and Learning Center that raise awareness and offer skill building for students in all programs. The Curriculum Workgroup will collaborate with the Teaching and Learning Center and Library to develop workshops that educate learners in all programs about what sustainability means and how sustainability efforts can be applied by each student individually.



4c. ENERGY AND WATER

The Energy and Water Workgroup was charged with recommending the actions AULA will take in the areas of energy conservation and efficiency (including water conservation), on-site renewables, and green power purchasing to achieve carbon neutrality and minimize greenhouse gas emissions.

As a single tenant in a multi-tenant building, AULA is not at liberty to negotiate its own energy and water resources. As such, the AULA Energy and Water Workgroup focused on ways in which to affect consumption and conservation, both on and off campus, i.e. 1) Reduce energy and water usage by AULA constituents, and 2) Inform, encourage, and support conservation efforts in the community.

Current Projects & Programs:

- AULA continually investigates more efficient energy systems and water-saving systems in order to increase our conservation of natural resources, to reduce regional reliance on fossil fuels and to lessen our carbon footprint.
- Our lighting systems currently have sensors in the offices, classrooms and common areas to turn off lights when no one is present, increasing our energy-saving visibility to the community as well as delivering financial savings to the institution.



GOAL 1: *Reduce energy and water consumption by the AULA community on campus, at home, and in the workplace*



RECOMMENDED ACTION STEPS

- 1 | Explore the feasibility of implementing new systems for conservation. This would include water-saving fixtures and technologies such as low-flow aerators and dual-flush toilets, lighting control systems and technology (a preliminary cost analysis for an LED lighting retrofit has been completed for the AULA campus), coordinating with building management and Antioch University IT to identify options available for scheduled full or partial power shutdowns, managing workstation power usage through the use of smart power strips and scheduled downtimes.
- 2 | Research and explore options to purchase Green Power and/or Carbon Offsets.
- 3 | Advocate for energy- and water-saving improvements to the building through collaboration with the landlord. This would include identifying areas in building operations where the landlord may have the option to make sustainable changes, such as adopting irrigation methods and landscaping choices that minimize water needs, assembling a list of specifications for recommended changes, and scheduling a regular review of opportunities and challenges with sustainability initiatives between AULA and building management.
- 4 | Develop a communication and education strategy (in collaboration with the Communications, Engagement & Outreach Workgroup) that informs constituents about effective ways to conserve energy and water at AULA, at home, and at work.

GOAL 2: *Support the work of climate-friendly energy and water organizations and initiatives in business, government, educational institutions and community-based organizations through collaboration with the Communications, Engagement & Outreach Workgroup*

RECOMMENDED ACTION STEPS

- 1 | Audit/Survey organizations and initiatives in the community.
- 2 | Engage in strategic partnerships and collaborative work with outside agencies.

4d. FINANCE

The Finance Workgroup within the Sustainability Committee has the responsibility of evaluating costs and promoting resource budgeting that can support the campus moving to a more sustainable culture. This involves consideration of the costs of being sustainable as well as the costs of not being sustainable. A university offering a graduate degree in urban sustainability that operates in an unsustainable way is hypocritical by definition. Impacts on enrollment have to be evaluated in comparison with costs of transitioning to sustainable practices. The Finance Workgroup plans to work with representatives of each other workgroup to determine the financial impact of what they are proposing.



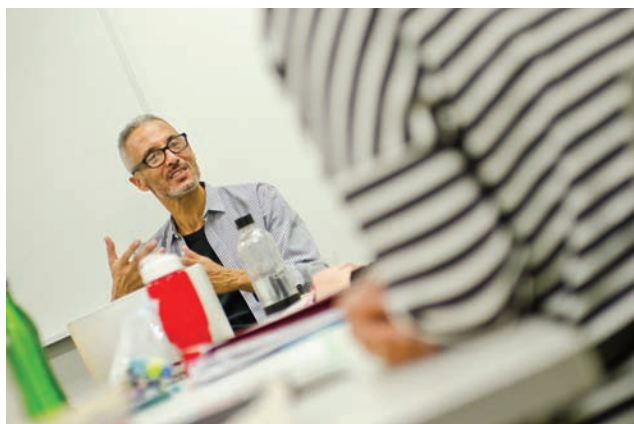
Current Projects & Programs:

- In 2014, the AULA campus underwent a significant renovation of its facility, making the choice to use more sustainable materials and processes than had been adopted in the past. The costs of this choice were absorbed into the renovation budget under the leadership of the Chief Operations Officer and continue to be funded and supported through intentional budget planning.
- Procurement practices over the past decade have increasingly shifted toward the purchase of more sustainable products. Any additional costs for making these changes have been budgeted in the appropriate department cost centers, largely impacting the Communications Department and the Campus Operations Department.
- Financial resources in various academic budgets have been earmarked for sustainability priorities, including costs for events that educate students and the larger community such as the semi-annual Sustainable Supper and ongoing Project Open Hands initiatives.

GOAL 1: *Analyze costs to the university of not engaging in sustainable practices*

RECOMMENDED ACTION STEPS

- 1 | Calculate difference for procurement (current vs. sustainable). An early priority is to determine the additional cost in actual dollars to become more sustainable. This can start with calculating the hard costs involved in changing our procurement practices. By determining these costs, we will know the investment we would need to make as a campus in order to begin our conversion.
- 2 | Determine the impact of unsustainable practices on recruitment. Research has indicated that college students care whether or not their institution follows sustainable practices and increasing numbers are using



this information as part of their decision to attend. Knowing this, the Finance Workgroup considers its first priority to determine the real cost of not engaging in sustainable practices, in terms of both lost enrollment and a compromised reputation. This can start with investigating the impact of unsustainable practices on recruitment at other schools. We can also embed questions about sustainability concerns in our queries to those who inquire about our programs but do not apply. Additionally, we can ask new students who do enroll what role our sustainability practices played in their decision-making process.

- 3 | Research the impact of being out of compliance with ACUPCC and STARS. The Finance Workgroup can start by talking to the larger sustainability committee about strategies to pursue.

GOAL 2: *Identify costs and savings of the work of all other committees*

RECOMMENDED ACTION STEPS

- 1 | Analyze costs for sustainable practices. The Finance Workgroup can help those working on procurement practices to determine costs for replacing vendors or switching products. Analyzing costs for communication, transportation or food/waste-related proposals will involve the same step of sitting with representatives from these workgroups to determine their priorities and what expenses or opportunities are associated with each.
- 2 | Create a budget for sustainable practices and sustainability education. Knowing the expenses likely incurred as we adopt more sustainable practices will allow us to build a budget that supports staging in of these new practices. The Finance Workgroup can help to develop a budget timeline for making those adjustments, working with members of various other workgroups to determine priorities.
- 3 | Calculate costs associated with increasing sustainability education. Expanding sustainability education brings with it multiple costs, whether that education is embedded in the formal curriculum or offered to the local community. Primary costs will be related to faculty training, curriculum development and compensation for those offering the educational programs. The Finance Workgroup will meet with members of the Curriculum Workgroup and the Communications, Engagement and Outreach Workgroup to decide what programming needs to be compensated and by which cost centers.
- 4 | Investigate costs and ROI for sustainable retrofitting. The Finance Workgroup will support the Energy & Water Workgroup in their investigation of the costs for sustainable retrofitting.
- 5 | Explore local government incentives/rebates, etc. In service to the water and energy initiatives, the Finance Workgroup can help explore local government incentives or rebates related to water and energy use.

GOAL 3: *Build resources for sustainable practices*

RECOMMENDED ACTION STEPS

- 1 | Research how other institutions have funded their projects. Drawing on resources like AASHE, CHESC, ACUPCC, and Clinton Global Initiative University, programs run by local utilities, and municipalities, etc. we

have an opportunity to engage students, staff, and faculty in gathering information about how campus sustainability initiatives at other institutions have been funded.

- 2 | Identify potential sources of funding within the campus budget. Working with our campus President, Provost, Chief Financial Officer, Chief Operations Officer, as well as other cost center managers, we will identify appropriate budget lines that might support the development, piloting, and funding of campus sustainability initiatives.
- 3 | Build budget line item to support sustainability efforts. Based on the outcomes of various forms of research called for in this document, we will develop arguments in favor of a campus budget line item or cost center through which campus sustainability initiatives can be funded. This would constitute a culture shift for the university, and it would provide a space for university sustainability to become a part of the annual budget conversation.
- 4 | Get external funding (grants & contracts, etc.). When we have had an opportunity to evaluate the findings of our research into how other institutions have funded their sustainability projects, we can prioritize and target those funders that seem most appropriate for our initiatives.
- 5 | Write a proposal for part-time sustainability staff. While we are seeking agreement from the university administration and the campus Board of Trustees that a funded campus sustainability cost center is feasible, we would create a job description for a part-time sustainability coordinator as part of a larger proposal to create the position.
- 6 | Pursue sustainability funding from the university. We will collaborate with sustainability champions across the AU campuses to create a collective message about the importance of funding sustainability initiatives at the university level.



4e. FOOD AND SOLID WASTE WORKGROUP

Food and solid waste are critical components to consider in a climate action plan. In order to insure AULA has sustainable policies in place in regards to food and solid waste the Sustainability Committee has been charged with making campus-wide recommendations on how the university can be more sustainably-minded in our food and solid waste choices.

Where and how foods are procured has a major effect on total greenhouse gas emissions, water use, land use, as well as personal health impacts. AULA is a commuter campus, so there are only a few places where food policy can be implemented. It is important that AULA make sustainable food choices for its various events and residencies, as well as inspire students to make sustainable choices off campus.

The most important lesson to impart about solid waste is to create less of it. AULA can promote the decreasing of its waste stream by imparting the refuse, reduce, reuse, recycle model. The other critical component to

decreasing waste is education and awareness building about where our waste goes, and how we can mindfully create less of it.

Current Projects & Programs:

- AULA has a semi-annual Sustainable Supper, celebrating local activists and artists with talks and performances, and a free locally sourced and prepared organic, vegetarian meal.
- Food left over from specific AULA events is donated to local shelters and food banks.
- AULA's student and employee population is exposed to local Los Angeles area public education campaigns that raise awareness about healthy food systems, resource conservation and recycling. That awareness is reflected in the number of AULA community members who bring their own food, carry reusable water bottles and hot drink containers, carry out compostable food waste, and use our new waste system that effectively separates landfill from recycling.
- New students are given a reusable shopping bag at the New Student Orientation as a way of encouraging student to "bring their own bag," thereby reducing the amount of trash in the waste stream.
- Employees, students, and university guests are given reusable coffee mugs, reusable water bottles and recycled paper products at various events throughout the year.



GOAL 1: *Enhance data collection and analysis of the number of people on campus*

RECOMMENDED ACTION STEPS

- 1 | Implement a common and accessible counting process to regularly tally students and personnel on campus. This is an essential step so that per capita energy, commuting, food and waste figures can be calculated on at least an annual basis. The patterns in number of people on campus per department/office are critical for decision-making throughout AULA.

GOAL 2: *Enhance overall capacity for reducing greenhouse gas emissions associated with AULA purchasing of food*

RECOMMENDED ACTION STEPS

- 1 | Provide education on the purpose and the limitations of the carbon calculator in its ability to include carbon costs up the supply chain of purchased goods. Everyone who makes purchases should be aware of preferred attributes, sources and how to implement the guidelines and have an understanding that achieving carbon neutrality is a process as much as a goal. We want each academic department and administrative office to understand the effects of their food purchases on AULA's carbon footprint.
- 2 | Provide education on the aspects of AUNE's Responsible Purchasing Policy related to food and waste that can be applied to AULA. Our goal is to increase understanding that every item and action has a life cycle of energy and waste associated with it. This way the link to the carbon neutrality effort can be more fully realized in the AULA community.

GOAL 3: *Improve practices related to events for sustainability impacts*

RECOMMENDED ACTION STEPS

- 1 | Write and disseminate a sustainable event planning guide for AULA and support the use of it across the entire campus.

GOAL 4: *Reduce greenhouse gas emissions associated with food consumed at AULA*

RECOMMENDED ACTION STEPS

- 1 | Create an internship position for a Local Food Project Coordinator, to coordinate and promote the purchase and consumption of local/healthy food at Antioch.
- 2 | Promote and educate the community about the benefits of purchasing and consuming local food as food purchased locally reduces food miles traveled, supports the local economy and retains more nutritional value.

GOAL 5: *Reduce Energy Inputs & Solid Waste Disposal Associated with AULA Food Consumption*

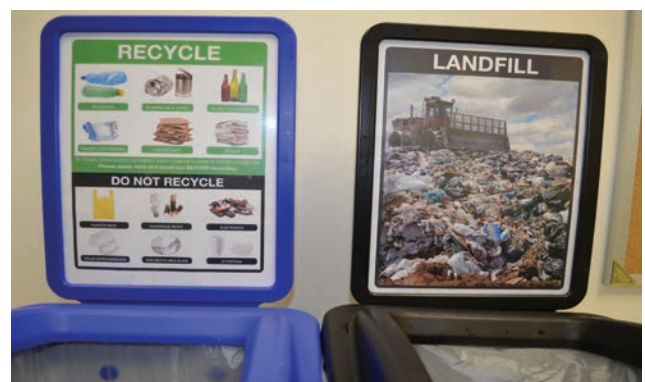
RECOMMENDED ACTION STEPS

- 1 | Highlight and raise awareness about the availability of dishwashing stations in the student lounge and staff kitchens in order to show how ongoing financial and energy costs are lowered, associated with washing dishes rather than purchasing paper plates and cups and plastic utensils.
- 2 | Create culture of using dishes/cutlery in kitchens and student lounge for on-site food consumption as available dishes/cutlery/cups makes economic and environmental sense (rather than purchasing disposals which are used once and then end up in the waste stream). Having available alternatives to disposable ware and disposable food and beverage containers at all AULA events and on a daily basis is less costly and less energy-intensive. Transition to re-usable establishes a clear sustainability message/practice and will reduce AULA's volume and toxicity of solid waste disposal.
- 3 | Create signage for water fountain with filtration & water bottle-refill availability to encourage and support AULA building users in refraining from purchasing bottled water.
- 4 | Research and consider joining Plastic-Free Campuses <http://plasticpollutioncoalition.org/projects/plastic-free-campuses/>
- 5 | Explore transition by all contracted food-service vendors to use of reusable food service items as vendors are a front-line, highly visible indicator of AULA's overall sustainability commitment and affects both the volume and toxicity of AULA's solid waste disposal.

GOAL 6: *Reduce Energy Inputs & Volume/Toxicity of AULA Solid Waste Disposal*

RECOMMENDED ACTION STEPS

- 1 | Create a Solid Waste Coordinator work study position for organizing, auditing and promoting recycling and composting activities and knowledge in the AULA community.



AULA 2014 RENOVATION AND EXPANSION ACHIEVEMENTS

In the Spring of 2014, AULA began a new long-term lease at its location in Culver City, CA. AULA renovated the campus by remodeling approximately 50% of the premises, by refreshing carpet and paint in all areas, and by adding new furniture, fixtures, and equipment to several areas of campus, specifically areas of instruction. Key highlights of environmentally responsible decisions that were made during the AULA Spring 2014 Campus renovation are as follows:

- 1 | In the AULA campus renovation and expansion, AULA chose to install Interface-brand carpet. Interface is the worldwide leader in manufacturing environmentally-responsible modular carpet tiles. Interface's Cool Carpet™ program calculates all the GHG emissions for the entire product lifecycle and purchases verified emission reduction credits to offset them. For this project, AULA purchased 6,620 square yards of Interface carpet, resulting in the retirement of 82 tons of verified greenhouse gas emission reduction credits.
- 2 | AULA purchased all-new furnishings for classroom and computer lab areas. New furnishings consisted of KI's Enlite tables, InTandem tables, Strive Task chairs, and Learn2 mobile classroom seating.
 - a | Enlite tables are manufactured with 53.3% recycled content (by weight), and are Greenguard Certified, CARB Compliant – Phase II, FSC® Certified, and BIFMA e3 level certified.
 - b | InTandem tables are manufactured with 41.3% recycled content (by weight), and are SCS Indoor Advantage™ Gold certified, CARB Compliant –Phase II, FSC® Certified, and BIFMA level® certified.
 - c | Strive Task chairs are manufactured with 41% recycled content (by weight), and are Greenguard Certified, CARB Compliant – Phase II, and BIFMA e3 level certified.
 - d | Learn2 mobile desks are manufactured with 33.1% recycled content (by weight), and are Greenguard Certified, CARB Compliant – Phase II, FSC® Certified, and BIFMA e3 level certified (see attached environmental data

- 2 | Conduct an annual facility walk-through to assess that appropriate signage and receptacles are effective in getting waste, compost and recyclables to the proper destinations.
- 3 | Conduct annual waste stream audit (composting, recycling, landfill waste) to collect real numbers about waste generated, which will provide baseline and trend data for decision-making. This would give us the capacity to measure over time our progress toward zero carbon emissions from waste.

4f. PROCUREMENT AND UTILIZATION

The Procurement and Utilization Workgroup was charged with recommending the actions AULA will take in the areas of purchasing and using goods and services to achieve carbon neutrality and minimize greenhouse gas emissions.

As a single tenant in a multi-tenant building, AULA is not at liberty to directly impact all of the goods and services that are purchased to support the plant operation. (However, a recent renovation to the AULA campus shows how sustainability goals can be implemented even within these limitations. See sidebar: AULA 2014 Renovation and Expansion Achievements.) In its work, the Procurement and Utilization Workgroup focuses on two main areas of impact, 1) purchase goods and services that are environmentally friendly, and 2) act as stewards through advocacy and support of purchasing that is done for the property as a whole.

Current Projects & Programs:

- From December 2013 to March 28, 2014, AULA expanded its campus from 51,318 square feet to 62,252 square feet – an increase of more than 25%.
- The fourth floor was expanded to house the AULA library and a free-standing Teaching & Learning Center, computer lab, Antioch University Counseling Center, and more administrative and program offices.
- There was a redesign of the second floor offices, expansion of the student lounge, main building and annex classrooms.



sheet).

e | Upholstery that was chosen for all of the Strive Task and Learn2 furniture contains recycled content, and is 100% recyclable and biodegradable (see attached environmental data sheet).

- 3 | In an effort to support and encourage AULA students, staff, and faculty to utilize alternative forms of transportation, a gender-neutral shower room was added to the campus. This room is open and available to all members of the community on a first-come first-serve basis.
- 4 | In order for the renovation project to comply with updated fire codes, all emergency lighting needed to be upgraded with battery backup devices. Rather than replacing all of the emergency lighting fixtures, AULA chose to retrofit the existing fixtures, thereby reducing overall cost and waste on the project.
- 5 | The handling of all construction and demolition waste met or exceeded Title 14 of the California Code of Regulations (CCR), which outlines Construction and Demolition Waste and Inert Debris Disposal Regulatory Requirements.
- 6 | All materials used for new construction met or exceeded CCR Title 24, also known as the California Building Standards Code, which addresses energy efficiency in new and remodeled buildings.

- We created larger, more comfortable classrooms, with new furniture and finishes that were chosen for their environmental sustainability, durability, and flexibility to facilitate collaborative learning.

GOAL 1: *Reduce GHG emissions generated from the use of goods and services purchased by AULA and improve purchasing practices in support of goods & services that are manufactured with consideration for social justice, environmental justice, and environmental integrity*

RECOMMENDED ACTION STEPS

- 1 | Analyze current supply sources. At AULA, the vast majority of supplies (office, computer, break room, etc.) are purchased centrally through the Campus Services Center. Under the leadership of the campus COO, we will conduct an audit of all regularly-purchased supplies, examining resources used, manufacturer and retailer practices, and shipping and handling practices.
- 2 | Establish guidelines for purchasing by category and source. The management of Campus Services will identify minimum standards for paper supplies, office supplies, and break room supplies and urge all purchasers to adhere to the standards. They, in collaboration with the Procurement & Utilization Workgroup, will also produce a list of preferred vendors and supply manufacturers. Guidelines and preferred vendor lists can be distributed throughout the faculty, staff and administration on campus, to encourage smarter departmental purchasing decisions and increase visibility of sustainability initiatives. The lists of vendors and preferred suppliers can also be advertised on our website to promote the partnership and increase resources for those who want to act more sustainably in their personal purchases.
- 3 | Improve Student Lounge vending selections and sources. Because this is housed within our campus facilities' responsibilities, that office will help compile a list of preferred sustainable vending machine products. We want to increase offerings of those products that are healthy, socially responsible, and organic whenever possible, while also providing fast and convenient snacks and beverages to students. The Campus Facilities Office will work with a chosen vending machine provider that can offer a custom selection of products.
- 4 | Explore and advocate for local and/or university-wide copier &



printing controls. Currently, each Antioch University campus initiates and maintains its own local methods to reduce and conserve on printing and copying resources. This federated approach hinders local administrators from leveraging economies of scale and from utilizing core enterprise systems to control use and to recoup costs. We will advocate for a unified approach to printing and copying at the university level.

GOAL 2: *Advocate for improved purchasing practices and planned investments in common areas of the building through collaboration with the landlord*



RECOMMENDED ACTION STEPS

- 1 | Request from the building product listings of janitorial supplies that are used to maintain the building, including the AULA premises, and suggest alternate products that could be used to mitigate negative impacts to the environment.
- 2 | Collaborate with the landlord to upgrade the courtyard bicycle racks to better provide functional and secure bicycle storage for commuters.
- 3 | Collaborate with the landlord to upgrade the trash receptacles in the courtyard and other common areas to allow for convenient recycling options.
- 4 | Encourage the landlord to consider eVehicle charging stations in the parking garage.
- 5 | Research and propose to the landlord making the 400 Corporate Pointe location a ZipCar (or equivalent) location.

4g. TRANSPORTATION

The Transportation Workgroup was charged with developing recommendations for encouraging transportation to campus using alternative means, e.g., public transportation and biking. This focus serves the overall objective of decreasing AULA's GHG emissions. Our first goal is to analyze the current transportation situation. While this effort is underway, some measures may be taken to increase the likelihood that our students and staff will make use of alternative transportation to and from campus, and these measures are described briefly below. The university has no fleet of vehicles.

Current Projects & Programs:

- A comprehensive transportation survey was conducted to assess the impacts of commuting by faculty, staff, and students. The purpose of the survey was to provide



data for the greenhouse gas report, however, it also serves as a baseline for comparison to later improvements and as the basis for analysis and implementation of potential change tactics.

- In our 2014 renovation, AULA installed a shower for students, staff or faculty use to facilitate the choice of biking or walking to campus.
- Research is underway to determine what type of bicycle storage could better support and encourage our bicycling community.
- A representative from the Metropolitan Transit Authority met with Committee members and staff to share tips and tools to increase understanding of and access to our public transit system.

GOAL 1: *Develop comprehensive transit alternatives and analysis*

RECOMMENDED ACTION STEPS

- 1 | Map home locations of students, faculty, and staff, and generate greenhouse gas inventory specific to transportation activity. Creating maps will help with later brainstorming about transportation alternatives.

GOAL 2: *Encourage the use of alternative means of transportation*



RECOMMENDED ACTION STEPS

- 1 | Provide campus education on mass transit options (i.e. link to Google Maps, encourage use of mass transit).
 - 2 | Identify an office/department that students can use as a resource; this might include facilitating the purchase of discounted regional transportation passes, transit maps, and other transit-related information.
 - 3 | Offer “commuter counseling” and other incentives for using transit, bicycling, walking, car-sharing (e.g., Zipcar), and ride-sharing.
 - 4 | Provide bike safety education program. Standard bike education programs are known to foster greater confidence in riding in urban areas, and might encourage students to use multiple modes of transportation.
- 5 | Investigate how to get Metro Tap Card discount for students, faculty, and staff.
 - 6 | Build a system for carpooling coordination and develop way to offer incentives for those who carpool.
 - 7 | Improve bicycle resources, including putting in better bicycle racks and establishing a way to help riders do repairs when needed.





The 2014 Greenhouse Gas Emissions Report was created for Antioch University Los Angeles by Three Squares Inc.

Three Squares Inc.® (TSI) is an environmental consulting firm which designs sustainability into the internal and external DNA of organizations.

The report was developed with the critical contributions of Sandy Lee, AULA Chief Operations Officer, Wendy M. Donell, Senior Property Manager and Rick Tankersley, Chief Engineer of Transwestern. Jamie Nack, President of Three Squares has served as an adviser to AULA on a regular basis.

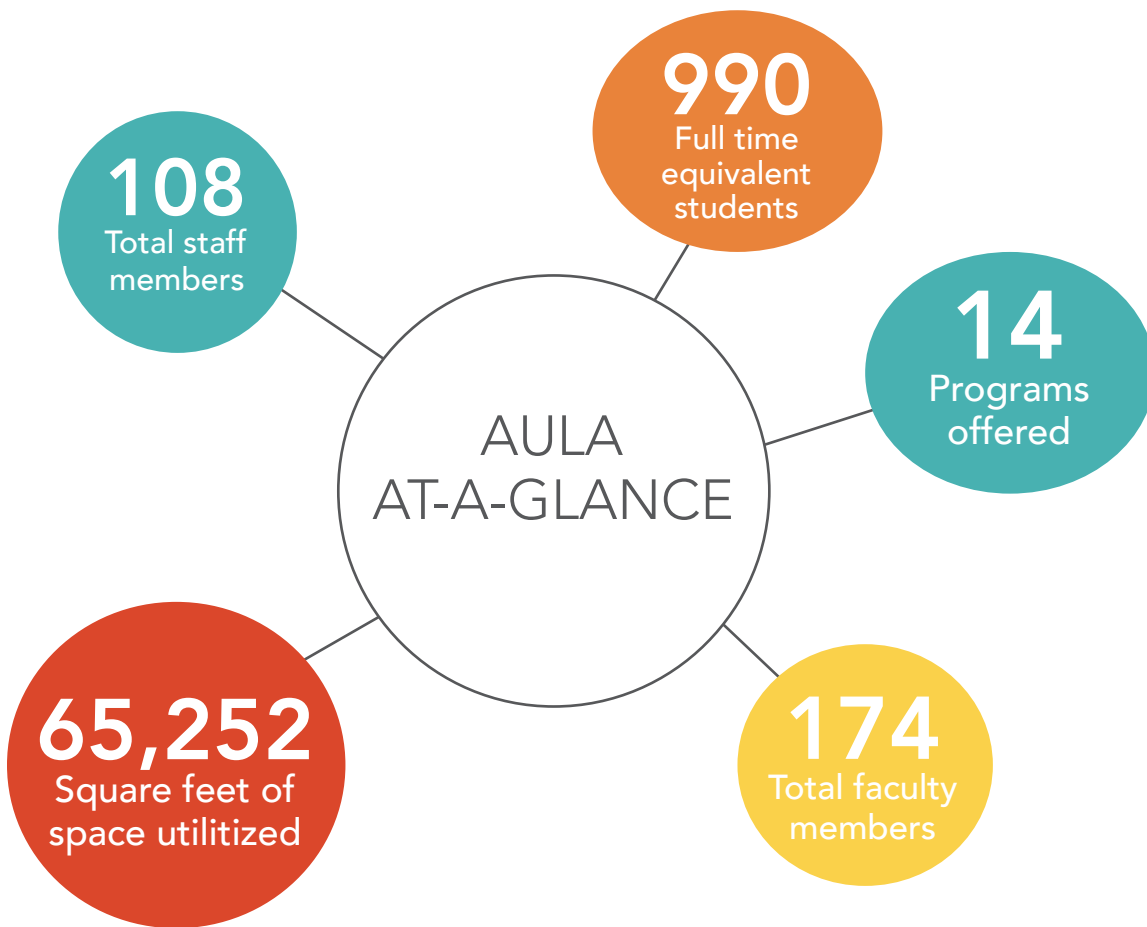
Carolina Leonhardt was the Project Manager on both this report and the 2011- 2012 report in the appendix.

- 5a. A Growing Commitment
- 5b. Terminology & Green house Gases
- 5c. Scope I, II, and III Emissions
- 5d. Boundary Conditions
- 5e. Emissions Summary
- 5f. Scope I Emissions
- 5g. Scope II Emissions
- 5h. Scope III Emissions
- 5i. A Year in Comparison

5a. A GROWING COMMITMENT

AULA is a signatory of the American College and University Presidents' Climate Commitment (ACUPCC) and seeks to minimize its environmental impact through the measurement and mitigation of generated greenhouse gas emissions (GHG). The University has made a commitment to proactively monitor and work to reduce its greenhouse gas emissions.

As an ACUPCC signatory, AULA has committed to continuous and regular reporting of the GHG emissions that result from the university's operations. In an effort to fulfill this commitment, AULA has commissioned a GHG inventory for the 2014 calendar year. This report summarizes AULA's operational greenhouse gas emissions for 2014 and provides a comparative analysis with AULA's 2011 baseline GHG inventory. Additionally, in an effort to provide increased transparency and include all emissions sources, AULA has increased the boundary of the 2014 Inventory to include Scope III emissions. These emissions were not reported in 2011 due to limited and therefore statistically insignificant data. Regularly tracking of these emissions will allow AULA to monitor its operational impact and work to reduce future emissions and, ultimately, reach its goal of climate neutrality.



5b. TERMINOLOGY & GREENHOUSE GASES

Terminology

Tonne | The tonne (t) or metric ton, is an international unit of mass equal to a Megagram (Mg), 1000 kilograms, 2204.6 pounds, or 1.1023 short tons.

CO₂e | Each emission type and total will be converted and listed in a measurement called “CO₂e”. The “e” stands for the equivalent amount CO₂ molecules for each greenhouse gas based on their global warming potentials.

Greenhouse Gases

CO₂ | Anthropogenic carbon dioxide enters the atmosphere through the burning of fossil fuels, the majority of which are in the form of oil, natural gas, and coal.

CH₄ | Methane is emitted during the production and transportation of coal, natural gas, and oil. Methane is also produced by the decay of organic waste and due to various agricultural practices and in particular the raising of livestock.

N₂O | Nitrous oxide is emitted during agricultural and industrial activities, as well as during combustion of fossil

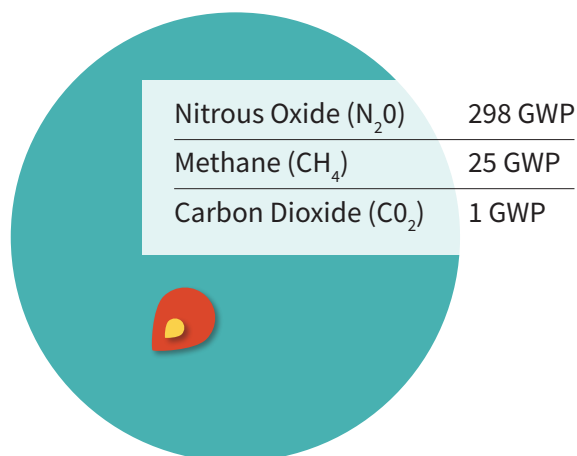
fuels and solid waste.

Fluorinated Gases/Refrigerants | Hydrofluorocarbons, perfluorocarbons, and sulfur hexafluoride are industrial gases utilized for various applications. These gases are typically emitted in smaller quantities, however, and generally have higher global warming potentials. These gases are mainly associated with air conditioning systems and industrial refrigeration.

Global Warming Potential | The term *global warming potential* (GWP) is used to depict the gases' total contribution to global warming resulting from the effect of one unit of gas relative to one unit of carbon dioxide. GWP measurements are based on both the ability of the gas to trap heat as well as the decay rate (the rate at which the gas is reduced in the atmosphere). Both of these factors are taken into account and measured relative to those of carbon dioxide (CO₂). In other words, the GWP of a gas reflects the effect or contribution to global warming relative to the effect of CO₂.

Global Warming Potential

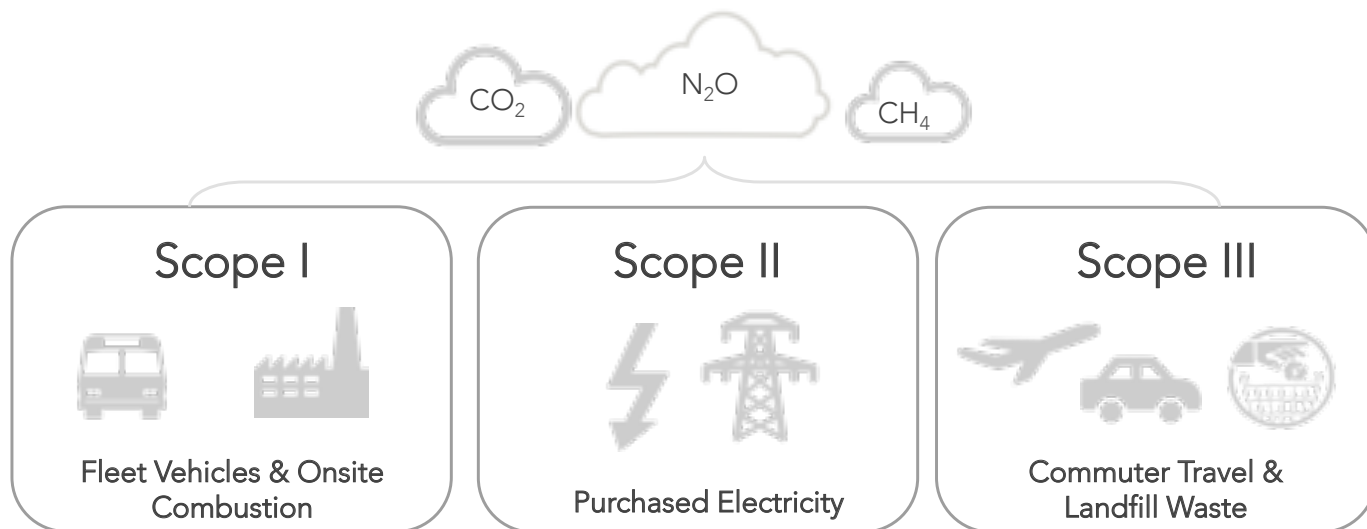
*100 year time horizon



Global Warming Potential factors based on Intergovernmental Panel on Climate Change Fourth Assessment Report.

5c. SCOPE I, II, AND III EMISSIONS

In order to organize direct and indirect emissions, improve transparency, and assist with developing climate policy, GHG accounting and reporting categorizes all emissions within three “scopes” (Scope I, II, and III). Scope I encompasses direct emissions occurring from sources owned or utilized by the organization, including emissions from combustion of furnaces and boilers as well as company owned vehicles. Scope II emissions are defined as indirect emissions that result from purchased electricity and physically occur where the electricity is generated. Scope III is an optional reporting category that includes all other indirect emissions resulting from the organization’s operation such as commuter travel and landfill waste. The figure below depicts the sources of Scope I, II and III emissions.



5d. BOUNDARY CONDITIONS

This report adheres to the methodology outlined by the World Resources Institute Greenhouse Gas Protocol and includes all emissions from direct and indirect greenhouse gas emissions sources. The specific greenhouse gas emissions include carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), and 2,2-Dichloro-1,1,1-trifluoroethane (HCFC-123).

In setting the organizational boundaries for the GHG Inventory, AULA has decided to account for those emissions that fall within the university's operational control (Scope I and II), as well as some of the emissions for which the University has little to no control and fall within Scope III. The AULA campus is housed within a leased office space at Corporate Pointe Office Center which limits direct control over many of the facilities' systems. The calculations for AULA's impact is based on their pro-rata share of the full office center's consumption. There is uncertainty regarding AULA's ability to take corrective action to lower its GHG footprint in these areas, however, AULA is exploring opportunities to influence and impact building operations and conservation efforts.

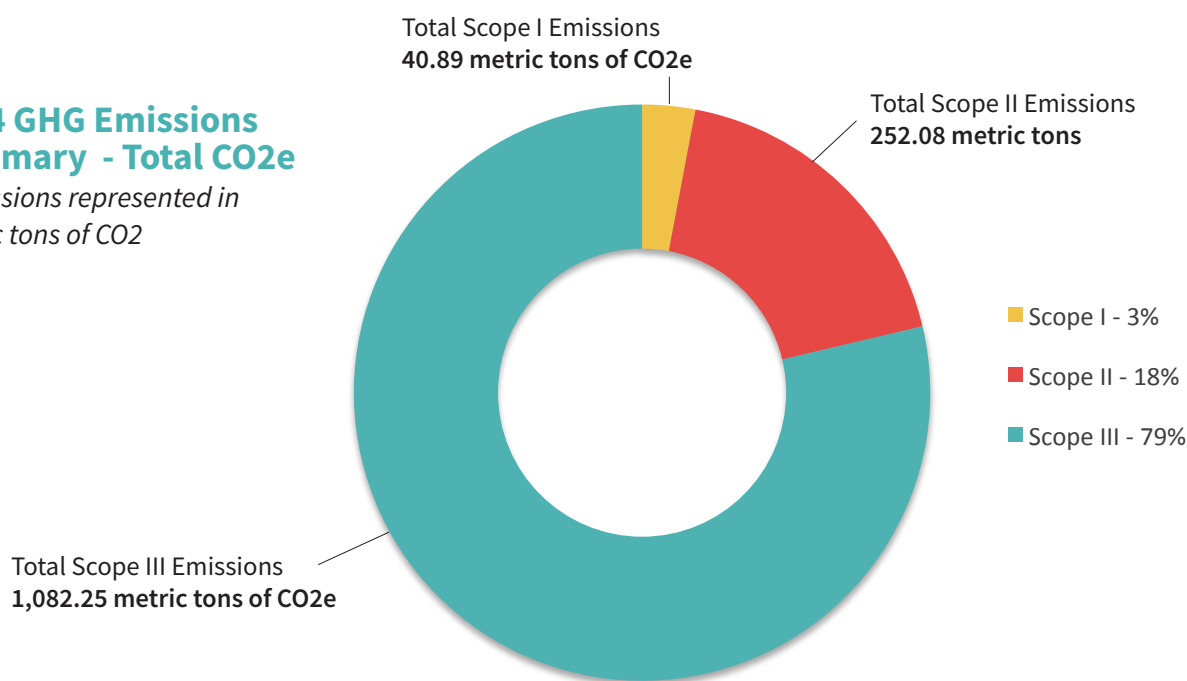
AULA's pro-rata share of the utilities (natural gas and electricity) is based upon the rentable space utilized by AULA including their portion of common area or shared spaces including lobbies, restrooms, hallways, etc. In the early spring of 2014, AULA expanded their leased space within 400 Corporate Pointe, increasing their pro-rata share from 26.93% (in 2011) to 39.26% (in 2014).

5e. EMISSIONS SUMMARY

The 2014 GHG Inventory accounts for Scope I, II, and III emissions that result from both direct and indirect sources. The individual impact of these sources are outlined in further detail in the following pages. In sum, a total of 1,375.22 metric tons of CO₂e were emitted as a result of AULA operations during the 2014 calendar year. This includes 40.89 metric tons of CO₂e from Scope I, 252.08 metric tons of CO₂e from Scope II, and 1,082.25 metric tons of CO₂e from Scope III.

2014 GHG Emissions Summary - Total CO₂e

**Emissions represented in metric tons of CO₂*



The figure above represents the comparison of the total CO₂e emissions for Scope I, II and III sources.

The 2014 GHG Inventory accounts for Scope I, II, and III emissions that result from both direct and indirect sources. The individual impact of these sources are outlined in further detail in the following pages. In sum, a total of 1,375.22 metric tons of CO₂e were emitted as a result of AULA operations during the 2014 calendar year. This includes 40.89 metric tons of CO₂e from Scope I, 252.08 metric tons of CO₂e from Scope II, and 1,082.25 metric tons of CO₂e from Scope III.

5f. SCOPE I EMISSIONS

Scope I accounts for greenhouse gases emitted by stationary sources located within the property owned or operated by AULA.

These stationary emission sources include:

- Natural gas boiler utilized on the office park property used to heat the facilities;
- Backup generator for emergency loss of power; and,
- Landscaping activities related to the maintenance of the shared office park grounds.

Natural Gas

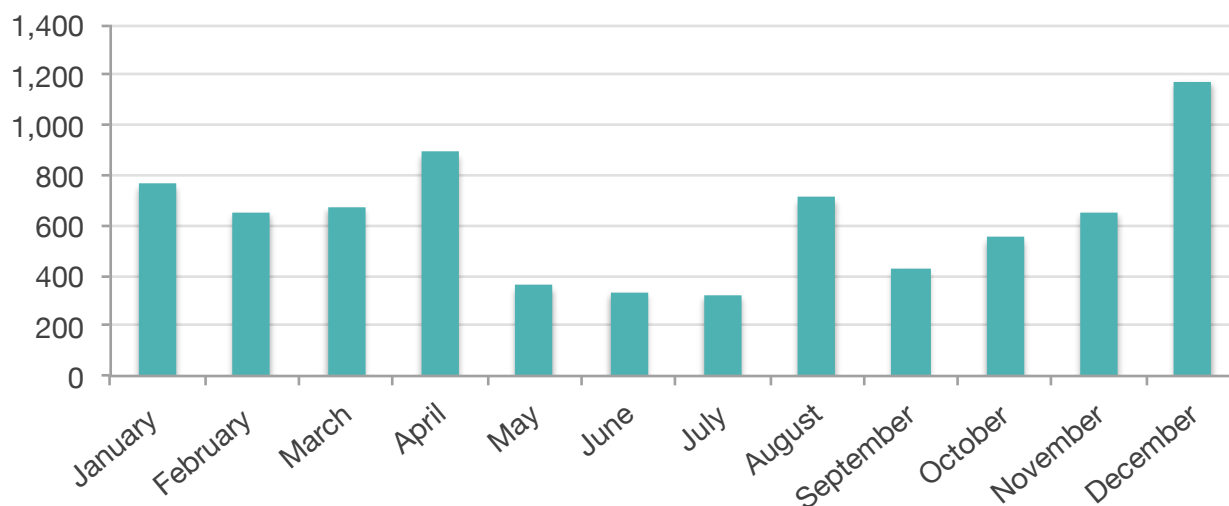
The Corporate Pointe Office Center utilizes an on-site natural gas boiler for heating and AULA is responsible for a percentage of the total gas consumed by the boiler based upon the amount of building space utilized. As noted earlier within the report, AULA's expansion in the early spring of 2014 increased the pro-rata share of utilities at 400 Corporate Pointe and therefore its portion of gas usage for the on-site boiler.

The AULA portion of the natural gas utilized during the 2014 calendar year totals 7,533.31 therms resulting in 40.24 metric tons of CO₂e. These emissions also constitute the majority of Scope I emissions. The figure below

depicts the fluctuation of GHG emissions related to natural gas combustion throughout the 2014 calendar year and shows a correlation to local weather patterns, displaying a drop in combustion during the summer months.

2014 AULA Natural Gas Consumption

***total natural gas consumed represented in therms*



Additional Stationary Sources

The remaining Scope I emissions are attributed to the fuel combustion from both an on-site backup generator and the landscaping-related activities used to maintain the Corporate Pointe office park. The total energy consumed is noted for both emissions sources. These totals are then used to calculate the percentage allocated to AULA based upon the square footage occupied by the AULA facilities.

Backup Generator

The backup generator utilized by Corporate Pointe Office Park functions strictly for emergency purposes and all fuel use and related emissions are included in this report. A total of 16 gallons of type 2 diesel fuel was used by the office park during the 2014 calendar year. The emissions attributed to this source total **0.06 metric tons of CO₂e**.

Landscaping

The Office Park employs Brickman, an off-site commercial landscaping company, to maintain the property grounds. The Brickman landscaping equipment utilizes two-cycle engines powered by unleaded gasoline. Building management reported that they are unable to produce an accurate estimate for 2014 landscaping fuel usage and recommend that we continue to use the 2011 reported numbers as their equipment and usage patterns remain the same. The emissions attributed to this source total **0.59 metric tons of CO₂e**.



Fugitive Emissions

Fugitive emissions include leaks of refrigerants and emergency release of fire-suppression chemicals. Composed

of hydrofluorocarbons, these chemicals have high global warming potential as they damage the ozone layer and are persistent in the atmosphere. The office park utilizes two electric-powered chillers for the cooling of its facilities. These chillers use the refrigerant HCFC-123. As no refrigerant losses were reported for the 2014 calendar year, related emissions will not be included in the final inventory calculations.

Vehicle Emissions

AULA does not own a fleet of vehicles, therefore no mobile emission sources will be included in the inventory.

Total Scope I Emissions

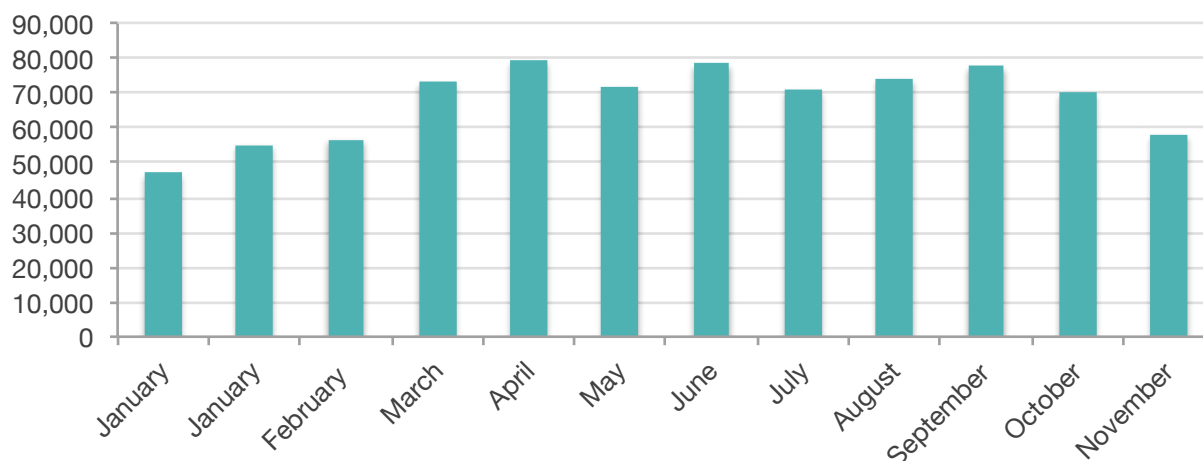
The total impact attributed to Scope I emissions is **40.89 metric tons of CO₂e**. This includes 40.24 metric tons of CO₂e from natural gas combustion and 0.65 metric tons of CO₂e additional on-site sources.

5g. SCOPE II EMISSIONS

AULA's Scope II emissions are derived from the university's portion of the electricity usage on-site at the 400 Corporate Pointe campus. AULA is responsible for its pro-rata share of the building's energy usage, as well as three separate meters for additional classroom space outside of the building. As noted earlier in the report, AULA's recent expansion increased its portion of rentable space from 26.93% to 39.26%.

The Scope II CO₂e emissions attributed to purchased electricity totals **252.08 metric tons**. The figure below depicts AULA's energy usage in kilowatt hours for each month of the 2014 calendar year.

2014 AULA Electricity Consumption
***total electricity consumed represented in kWh*

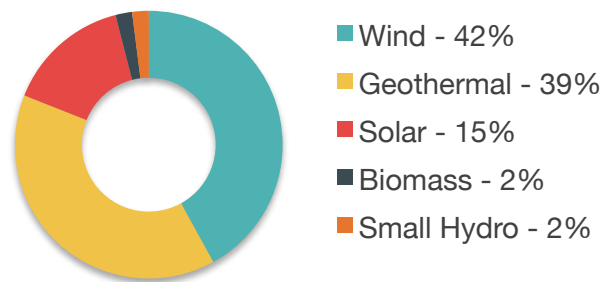


Renewable Resources

The building management purchases electricity from a local utility provider, Southern California Edison (SCE). SCE is among the leading utilities in support of renewable energies and delivered approximately 15 billion kWh of renewable energy or about 19.9% of the energy delivered during 2014. The percentage of renewables delivered has increased from the 16% provided in 2011. The figure to the right depicts the renewable energy sources for the 2014 SCE portfolio.

Southern California Edison

2014 Renewables Portfolio



19.9% of total grid power provided is sourced from renewables based on the breakdown above.

5h. SCOPE III EMISSIONS

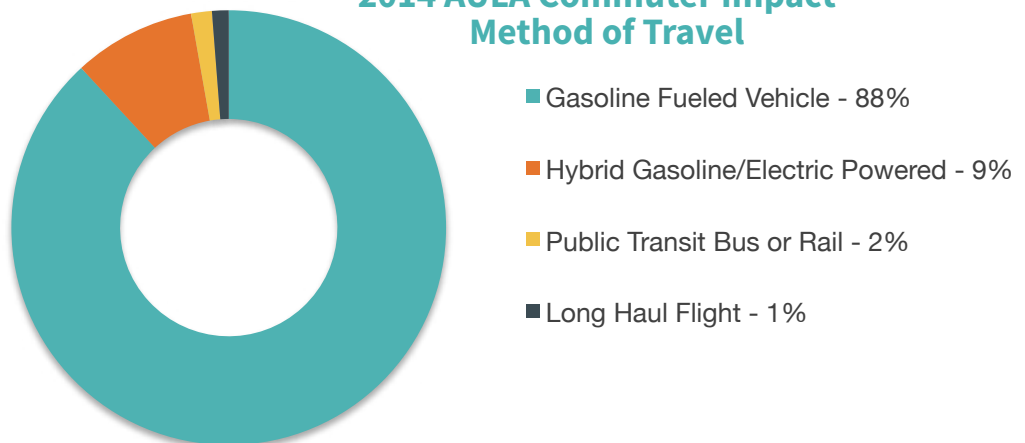
In an effort to capture the full impact of the university's operations and their resulting emissions, AULA has decided to include Scope III emissions related to transportation and landfill waste in the 2014 inventory. These Scope III emissions encompass both the commuter transportation patterns and business related travel for students, faculty, staff and administrators. The data collected within Scope III are meant to provide a sampling of the greater AULA community travel patterns and impact. This information can be used to both educate administrators and encourage the community to utilize alternative transportation options.

Commuter Transportation

AULA offers a number of low residency programs, with students enrolled from around the world and learning through courses taught both online and during in-person residencies. Given the nature of these programs and varied commuter patterns, the inventory team opted to distribute a survey to gather specific data pertaining to frequency of campus visits, miles traveled, and method of transportation. Analysis of the data collected provided a representation of the impact related to commuter travel.

A total of 204 participants (out of 1,272) responded to the survey, which represents approximately 16% of the AULA community. This sampling providing a significant representation of the total AULA commuter patterns and was used to calculate the estimated total commuter impact.

2014 AULA Commuter Impact - Method of Travel

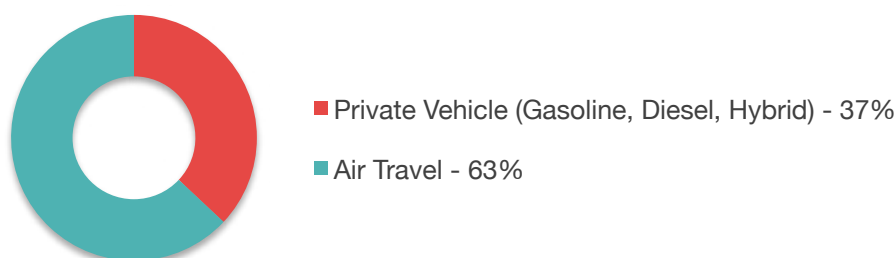


The estimated emissions attributed to commuter travel for the 2014 calendar year totals **1,011.1 metric tons**. A large majority of those surveyed drove to and from the 400 Corporate Pointe location using gasoline-fueled vehicles. Additionally, approximately half of those trips were under 10 miles. The figure above represents the impact of each method of transportation.

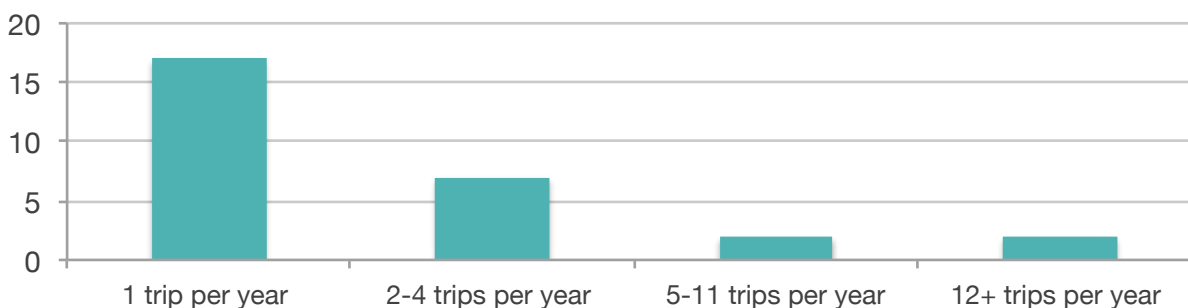
Additionally, the inventory includes the emissions resulting from business related travel for AULA faculty, staff, and administrators. A separate survey was distributed to this group in an effort to capture a significant sampling of business related travel patterns. Of the total 282 faculty, staff and administrators, 42 respondents participated in the survey. Approximately 116 of all AULA employees are assumed to engage in business related travel on behalf of AULA. This sample was also used to calculate the total estimated impact from business related travel.

From the data collected, approximately 37% of emissions for business related travel was a result of travel in private vehicles (gasoline, diesel, or hybrid) and 63% of emissions resulted from air travel. The emissions attributed to business-related travel totals **52.10 metric tons of CO₂e**. The figures below represent the impact of private vehicle versus air travel as well as the relative frequency of business trips.

2014 AULA Business Travel Impact – Method of Travel



2014 AULA Business Travel Survey – Frequency of Travel



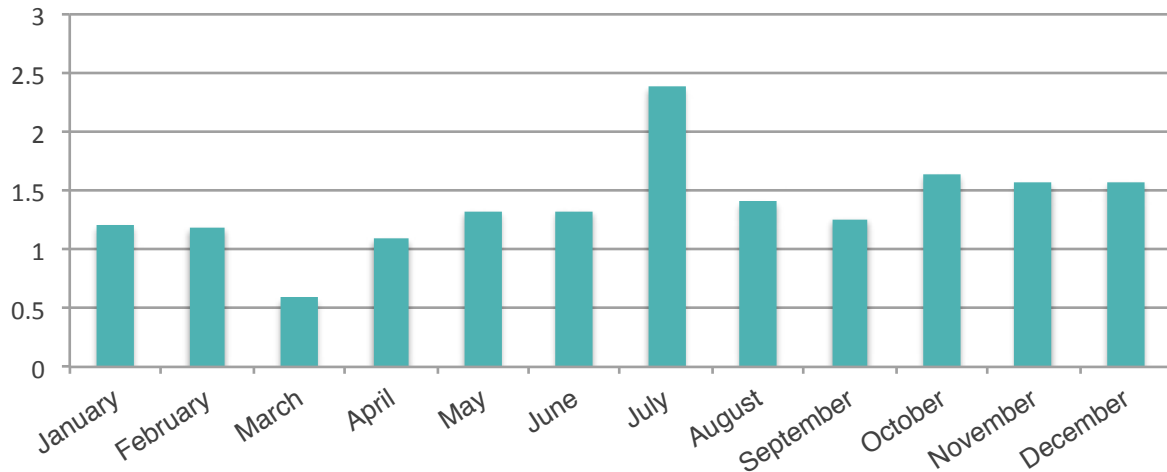
Landfill Waste

Included in this report's Scope III emissions is the impact of landfill waste generated from on-site activities. Emissions from recycled and composted waste are excluded from the scope of this assessment, following best practice, as they are assumed to be the responsibility of the supply chain of which they enter as raw material.

The 400 Corporate Pointe office building has one 30-yard self-contained compactor for landfill waste that is emptied every two weeks. The building also has two 3-yard bins for the comingled recycling program which get picked up three times each week. Similar to the calculations for the pro-rata share of the utilities within the office space, AULA is responsible for approximately a third of all landfill waste generated at 400 Corporate Pointe. The emissions attributed to landfill waste generated during 2014 total **19.05 metric tons of CO₂e**. The figure below shows the AULA portion of landfill waste generated throughout the 2014 calendar year.

2014 AULA Landfill Waste Generated

**total waste represented in tons.*



Total Scope III Emissions

The total impact attributed to the measureable Scope III emissions is **1,082.25 metric tons of CO₂e**. This includes 1,011.10 metric tons of CO₂e from commuter travel data, 52.10 metric tons of CO₂e from business-related travel, and 19.05 tons of CO₂e from landfill waste.

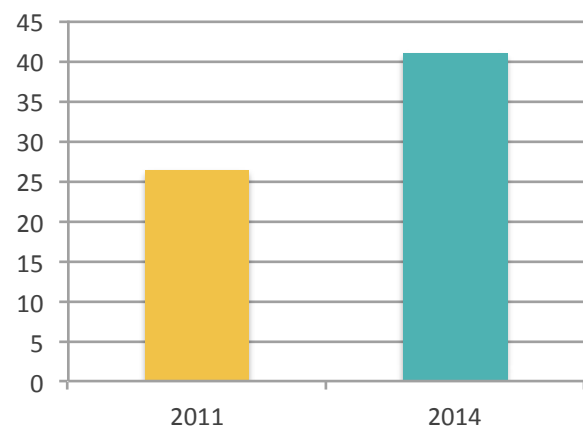
5i. A YEAR IN COMPARISON

Although AULA is limited in the monitoring and operational control of Scope I and II emissions, the fluctuations in emissions between inventory reports can be tracked and may depict changes in resource use resulting from conservation efforts. Both Scope I and II are calculated using AULA's pro-rata share of the full 400 Corporate Pointe utility usage and therefore do not fully reflect AULA's conservation efforts. Additionally, AULA increased its rentable space by 12.33% during the 2014 calendar year which impacts the total emissions within each scope and increased emissions from 2011 to 2014.

The figures to the right and below depict the shift in Scope I and Scope II between the 2011 and 2014 GHG emissions inventories. The Scope I comparison to the right shows an increase in emissions due to natural gas combustion. This change is in most part due to AULA's increase in occupied space within the office

Scope I Emissions Comparison

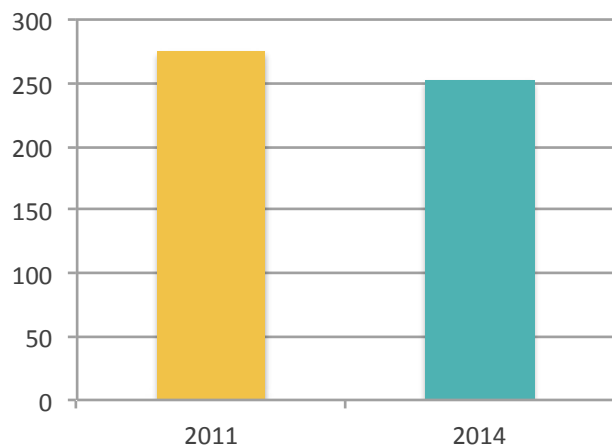
**total emissions represented in metric tons.*



building and higher pro-rata share of the total natural gas emissions.

Scope II Emissions Comparison

**total emissions represented in metric tons.*



The figure to the left depicts a slight decrease in the Scope II emissions resulting from electricity purchased from the 2011 to 2014 inventory. Although the increase in AULA's pro-rata share also impacted the Scope II emissions calculations, the total emissions slightly decreased from 2011 to 2014. This reduction may result from either adjusted metering or conservation efforts.

This Climate Action Plan represents the work of the AULA Sustainability Committee and partners and is intended to promote climate-conscious thinking and action by the AULA community. As an institution beholden to the ideals of social justice, our commitment to being ethical caretakers of our local and global communities is essential. This plan is a testament to our dedication, our effort to study and publicize AULA's use of natural resources, and our ability to modify that usage through education, communication, effort, ethics and action.

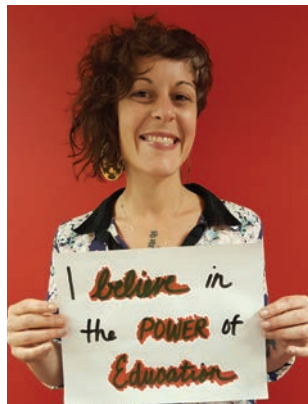
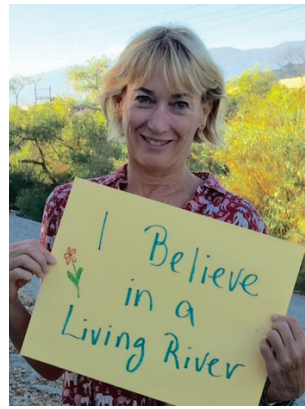
Our commitment to monitoring our energy use and adhering to sustainable guidelines is resolute. We join with other academic institutions and many community partners who are working to make a better life for people, particularly those who are most affected by environmental degradation. We are committed to a civic minded and engaged campus. AULA is fortunate to have sustainability programs on our campus, which inform the university in large part by taking a leadership role as both an observer of and an active problem-solving collaborator with community organizations. The programs' appreciation and support of local grassroots activism are models for a university's engagement with local constituents that can lead to progressive action. AULA is in a position to learn from and follow communities, to adopt similar effective strategies, to understand their issues and to implement their ideas.

The goals that we have set for AULA acknowledge the need for dynamic participation on all levels on our campus, from enhancing curriculum to assessing energy use to collaborating on local and global scales. AULA is actively and ethically committed to the action steps detailed in this report.

Join us in this effort to reduce our collective greenhouse gas emissions, to educate ourselves, to learn from and teach one another how to be smarter, kinder, more just stakeholders of our world. We encourage you to come forward with your ideas to strengthen and inform our efforts to make Antioch University a sustainable place of shared education and promise.

// Healing the wounds of the earth and its people does not require saintliness or a political party, only gumption and persistence. It is not a liberal or conservative activity; it is a sacred act. It is a massive enterprise undertaken by ordinary citizens everywhere... //

— Paul Hawken, *Blessed Unrest*, 2007



- 7a. Sustainability Committee Charge
- 7b. American College & University Presidents' Climate Commitment (ACUPCC) Commitment
- 7c. 2011/2012 Greenhouse Gas Report
- 7d. Antioch University New England Fossil Fuel Divestment Brief
- 7e. Waste Diversion Report

REFERENCED DOCUMENTS

<http://www.antiochne.edu/wp-content/uploads/2012/08/ResponsiblePurchasingPolicy.pdf>

<http://www.antiochne.edu/wp-content/uploads/2012/08/ClimateActionPlan20102020.pdf>

Sustainability Committee: Charge and Practices Antioch University Los Angeles 2013-2014

Sustainability Committee Charge

Recognizing the current global environmental and humanitarian crisis of climate change, Antioch University Los Angeles aspires to demonstrate leadership through outreach, education, and operational actions. Toward this end, the Sustainability Committee seeks to change the impact of Antioch University Los Angeles into one that integrates environmental protection, resource conservation, clean energy practices, protection of public health, justice awareness, and strengthening of academic and popular sustainability education efforts through development of policy and practice.

This purpose will fully consider economic, environmental, social and climate justice, equity, democratic process, human rights and the broader mission of the University.

Sustainability Committee Goals

The Sustainability Committee (SC) will develop recommendations intended to help ensure that AULA campus practices support the institutional mission and local purpose. In addition, the SC is responsible for identifying and reporting to the Leadership Council instances when campus constituencies are not in compliance with federal and state regulations or with commitments made to independent sustainability evaluation programs. The proposed SC priorities include the following educational, community, environmental, economic and social goals:

1. Development of AULA sustainability policies and practices in alignment with the Antioch University mission
2. Alignment and compliance with the American College and University Presidents' Climate Commitment (ACUPCC), including the formation of and ongoing implementation of a Climate Action Plan.
3. Increased student, staff and faculty education, engagement, and awareness of impacts and benefits of sustainability efforts
4. Stronger relationships with the external community of advocates and decision-makers in sustainability, environment, social and economic justice
5. Improved student, staff, faculty and worker health, attendance, productivity and morale by creating a safer, cleaner workplace
6. Significant reductions in university greenhouse gas and toxic emissions
7. Significant reduction of overhead costs through:
 - Increased energy and water efficiency
 - Decreased waste to landfills
 - Support of recycling and reuse sectors
8. Increased alternative transportation options and infrastructure
9. Adoption of procurement practices that promote environmental and public health as well as just labor practices
10. Promoting support of local community-operated and environmentally-friendly businesses by promoting their services within and beyond the AULA Community (e.g., developing a list of vendors who follow sustainable practices)

Sustainability Committee Membership

The Sustainability Committee includes faculty members, staff, administrators and students who have responsibility to promote sustainability priorities and evaluate campus compliance with its sustainability commitments. Each member represents the interests of a particular stakeholder group and has the responsibility of bringing information from that group to the task force and reporting back to that group the actions and recommendations made by the task force.

The SC members representing the governance bodies of the campus (faculty, staff, administrators) are chosen by their respective groups and will commit to alternating two-year terms and attendance at monthly meetings. Additional members can be added to the committee with approval of the existing SC membership. The SC members will elect a Chairperson to serve a one-year minimum term.

Sustainability Committee General Practices

The SC meets regularly to review progress on initiatives and develop action steps as relevant to its charge. The SC keeps and posts minutes for every meeting, noting issues that have been discussed and documenting all recommendations made by the committee. The committee also contributes to the sustainability content on the AULA website.

Importantly, members of the committee also serve on subcommittees focused on promoting specific goals of sustainability. This includes writing and maintaining a current climate action plan for the AULA campus. The committee also takes responsibility for oversight of any evaluation processes used to maintain compliance.

Recommendations from the SC are shared with the campus governance bodies through their representatives. Once feedback from those bodies has been considered by the SC, final recommendations are presented to the Leadership Council for its consideration and the development of recommendations to be submitted to the president.

The committee attempts to reach consensus for its decisions but when consensus cannot be reached, a decision is determined by a majority vote.



AMERICAN COLLEGE & UNIVERSITY
PRESIDENTS' CLIMATE COMMITMENT

AMERICAN COLLEGE & UNIVERSITY PRESIDENTS' CLIMATE COMMITMENT

We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic and ecological effects. We recognize the scientific consensus that global warming is real and is largely being caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.

While we understand that there might be short-term challenges associated with this effort, we believe that there will be great short-, medium-, and long-term economic, health, social and environmental benefits, including achieving energy independence for the U.S. as quickly as possible.

We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities.

Accordingly, we commit our institutions to taking the following steps in pursuit of climate neutrality:

1. Initiate the development of a comprehensive plan to achieve climate neutrality as soon as possible.
 - a. Within two months of signing this document, create institutional structures to guide the development and implementation of the plan.
 - b. Within one year of signing this document, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, commuting, and air travel) and update the inventory every other year thereafter.
 - c. Within two years of signing this document, develop an institutional action plan for becoming climate neutral, which will include:
 - i. A target date for achieving climate neutrality as soon as possible.
 - ii. Interim targets for goals and actions that will lead to climate neutrality.
 - iii. Actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.
 - iv. Actions to expand research or other efforts necessary to achieve climate neutrality.
 - v. Mechanisms for tracking progress on goals and actions.

2. Initiate two or more of the following tangible actions to reduce greenhouse gases while the more comprehensive plan is being developed.

- a. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.
- b. Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.
- c. Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.
- d. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution.
- e. Within one year of signing this document, begin purchasing or producing at least 15% of our institution's electricity consumption from renewable sources.
- f. Establish a policy or a committee that supports climate and sustainability shareholder proposals at companies where our institution's endowment is invested.
- g. Participate in the Waste Minimization component of the national RecycleMania competition, and adopt 3 or more associated measures to reduce waste.

3. Make the action plan, inventory, and periodic progress reports publicly available by submitting them to the ACUPCC Reporting System for posting and dissemination.

In recognition of the need to build support for this effort among college and university administrations across America, we will encourage other presidents to join this effort and become signatories to this commitment.

Signed,

President/Chancellor Signature

President/Chancellor Name

College or University

Date

Please send the signed commitment document to:

Presidents' Climate Commitment
c/o Second Nature
18 Tremont St., Suite 930
Boston, MA 02108

or fax to: 320-451-1612
or scan & email to: acupcc@secondnature.org



Greenhouse Gas Emissions Report 2011

ANTIOCH
UNIVERSITY
LOS ANGELES

Table of Contents

A letter from the President	1
Core Values	2
AULA & The ACUPCC Challenge	3
Determining Greenhouse Gas Emissions	4
Scope I & II Greenhouse Gas Emissions	5
Scope III Emissions and Boundary Conditions	6
Emissions Totals	7
Emissions from Natural Gas	8
Emissions from Stationary Combustion	9
Emissions from Electricity	10
Next Steps	11

Contributors

Antioch University, Los Angeles

Donald Strauss, Faculty & Program Chair
Tara Aesquivel, Adjunct Faculty & Campus Administration
Sandy Lee, Chief Operations Officer
Jennifer Webb, Masters Candidate, Urban Sustainability

Transwestern – Corporate Pointe Office Center

Wendy M. Donell, Senior Property Manager
Rick Tankersley, Chief Engineer

Three Squares Inc.

Ty Colman, Senior Analyst
Carolina Leonhardt, Project Manager
Jaime Nack, President

Dear Friends,

Earlier in 2012 the Antioch University, Los Angeles (AULA) Office of the President initiated a project to develop a greenhouse gas emissions report that would establish a baseline for the university. This report complies with the requirements of the American College and University Presidents' Climate Commitment.

I'm pleased to present the following report, which establishes the AULA's greenhouse gas emissions baseline for the 2011 calendar year accounting for emissions generated from AULA's consumption of electricity, natural gas, refrigerants, and gasoline and diesel fuels during this period.

I invite you to explore this report so you may better understand AULA's greenhouse gas emissions profile. I hope this report will continue to foster constructive dialog that will address the various opportunities associated with reducing the university's carbon footprint.

Sincerely,



Tex Boggs, Ph.D.

President

Antioch University, Los Angeles

Core Values

Founded in 1972, Antioch University Los Angeles (AULA) is an institution of higher education offering both undergraduate and graduate degrees. With nearly 500 enrolled students and more than 6,000 alumni, AULA has a long track record of demonstrated commitment to social justice, service to community, and life long learning.

Coupled with these values is a core commitment to sustainability. AULA's newest program, the Master of Arts in Urban Sustainability seeks to build the next generation of environmental leaders and facilitate learning opportunities on and off campus for students to explore the relationship between the environment, economy, and society. This dedication extends beyond the classroom and is evident in AULA's commitment to sustainability within its own operations and as national environmental leader within higher education.

Education From a Distance

AULA offers a number of low residency programs, with students enrolled from around the world and learning through courses taught both online and during in-person residencies. This program model greatly expands the reach of AULA's influence while maintaining minimal operational impacts.



Taking Responsibility and The ACUPCC Challenge

As a 2007 signatory of the American College and University Presidents' Climate Commitment (ACUPCC), AULA seeks to minimize its own environmental footprint through the measurement and mitigation of generated greenhouse gas emissions (GHG). The University has made a commitment to proactively monitor and work to reduce its greenhouse gas emissions.

This report summarizes AULA's operational greenhouse gas emissions for the 2011 calendar year. This inventory is one of many actions taken by the University towards minimizing its environmental impact. The inventory will quantify the environmental impact of the University's Operations relative to greenhouse gas emissions. The 2011 inventory will serve as a baseline emissions standard and guide for future emissions reductions.

The AULA campus is housed within a leased office space at Corporate Point Office Center. There is uncertainty regarding AULA's ability to take corrective action to lower its GHG footprint, given that they lease space and capital investments in the space are the responsibility of the facility owner, not the lessee. However, AULA has made the decision to report all emissions for its leased space and take full responsibility for them.

Antioch University, Los Angeles is one of the five campuses of Antioch University. The AULA campus is located in Culver City, California and operates within a shared corporate office park.



Greenhouse Gases

(CO₂) Anthropogenic carbon dioxide enters the atmosphere through the burning of fossil fuels, the majority of which are in the form of oil, natural gas, and coal.

(CH₄) Methane is emitted during the production and transportation of coal, natural gas, and oil. Methane is also produced by the decay of organic waste and due to various agricultural practices and in particular the raising of livestock.

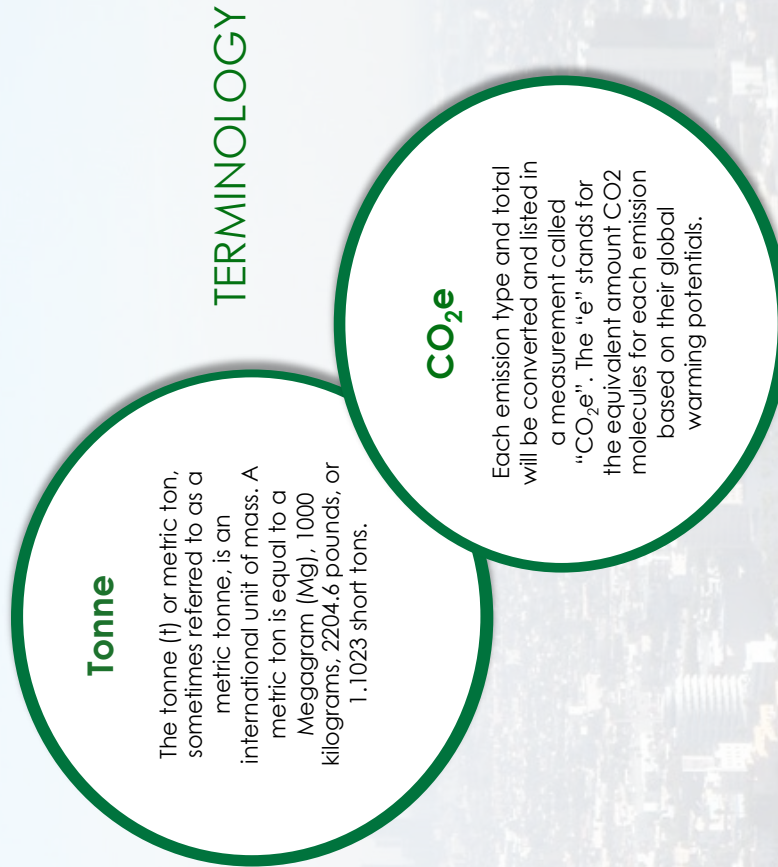
(N₂O) Nitrous oxide is emitted during agricultural and industrial activities, as well as during combustion of fossil fuels and solid waste.

Fluorinated Gases/Refrigerants Hydrofluorocarbons, perfluorocarbons, and sulfur hexafluoride are industrial gases utilized for various applications. These gases are typically emitted in smaller quantities, however, generally have higher global warming potentials. These gases are mainly associated with air conditioning systems and industrial refrigeration.

Global Warming Potential

The term *global warming potential* (GWP) is used to depict the gases' total contribution to global warming resulting from the effect of one unit of gas relative to one unit of carbon dioxide.

GWP measurements are based on both the ability of the gas to trap heat as well as the decay rate (the rate at which the gas is reduced in the atmosphere). Both of these factors are taken into account and measured relative to those of carbon dioxide (CO₂). In other words, the GWP of a gas reflects the effect or contribution to global warming relative to the effect of CO₂.



Global Warming Potentials *100 year time horizon	
Carbon Dioxide - CO ₂	GWP 1
Methane - CH ₄	25
Nitrous Oxide - N ₂ O	298

Figure 1: Global Warming Potential factors based on Intergovernmental Panel on Climate Change Fourth Assessment Report.

Scope I – Direct Emissions

Scope I accounts for greenhouse gases emitted due to operations on property owned or operated by AULA. Scope I emissions sources are outlined below.

Stationary Sources

- Natural gas boiler utilized on the office park property used to heat the facilities.
- Backup generator for emergency loss of power.
- Landscaping activities related to the maintenance of the shared office park grounds.

Fugitive Emissions

Fugitive emissions include leaks of refrigerants and emergency release of fire-suppression chemicals. Composed of hydrofluorocarbons, these chemicals have high potential for global warming as that they damage the ozone layer and are persistent in the atmosphere. The office park utilizes two electric powered chillers for the cooling of its facilities. These chillers use the refrigerant HCFC-123. As that no refrigerant losses were reported for the 2011 calendar year, related emissions will not be included in the final inventory calculations.

Mobile Sources

AULA does not utilize a fleet of vehicles for transportation, therefore no mobile emission sources will be included in the inventory.

Scope II- Indirect Emissions

Scope II emissions account for those gases emitted during the generation of electricity purchased from a federal agency or local utility.

AULA purchases electricity from Southern California Edison and is responsible for both their facilities usage as well as a 26.93% of the shared office park areas. This percentage represents the amount of the Corporate Pointe Office Center occupied by AULA facilities.

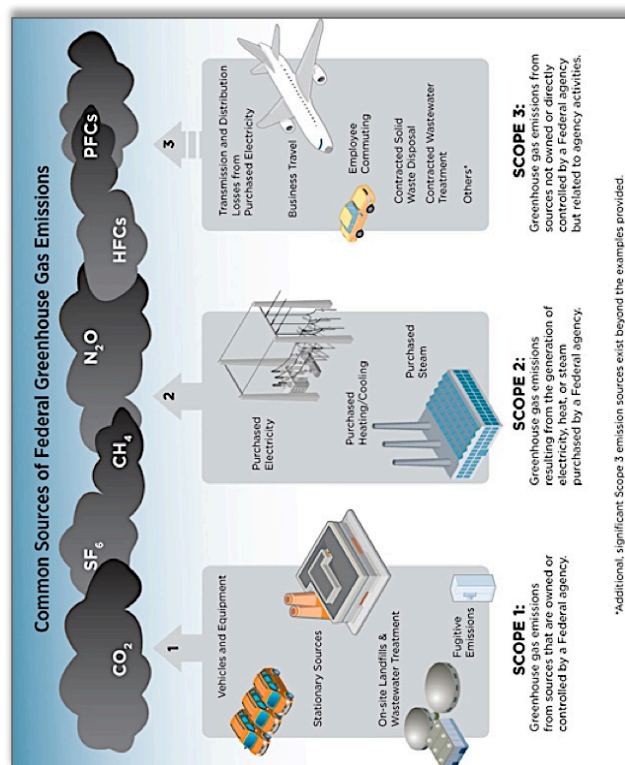


Figure 2: EPA's Greenhouse Gas Emission Reductions, September 16, 2011, U.S. Environmental Protection Agency. Accessed July 6, 2012. <<http://www.epa.gov/oaiahtml/gghg/index.htm>>

Scope III – Indirect Emissions

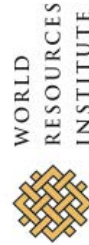
AULA has decided to omit Scope III emissions sources for this inventory report. Due to the nature of various low residence programs, it is difficult to capture these emissions in a statistically significant and accurate level. In an effort to initiate scope III data collection and analysis, the University implemented a commuter data survey. This survey collected information pertaining to modes of transportation and frequency of campus visits which will build an understanding of current commuter patterns as well as assist in analyzing trends into the future.

Boundary Conditions

In setting the organizational boundaries for the GHG Inventory, AULA utilized the Operational Control parameters; accounting for 100% of the Scope One and Scope Two emissions for which the University has control.

This report adheres to the methodology outlined by the World Resources Institute Greenhouse Gas Protocol and includes all emissions sources from both Scope I and II direct and indirect greenhouse gas emissions sources. The specific greenhouse gas emissions include carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), and 2,2-Dichloro-1,1,1-trifluoroethane (HCFC-123).

The Greenhouse Gas Protocol is the product of a partnership between the World Resources Institute and the World Business Council for Sustainable Development and is the most widely used international GHG accounting tool for governments and business.



Emissions Totals

The greenhouse gas emissions attributed to Antioch University Los Angeles campus operations originate from four main sources: natural gas combustion, an on-site backup generator, landscaping related activities and purchased electricity. AULA emitted approximately 301.31 metric tonnes of CO₂e during the 2011 calendar year.

Figure 3 represents the comparison of the total CO₂e emissions for scope I and scope II sources. It is clear that the emissions resulting from AULA's purchased electricity greatly outweighs that of any on-site or stationary sources.

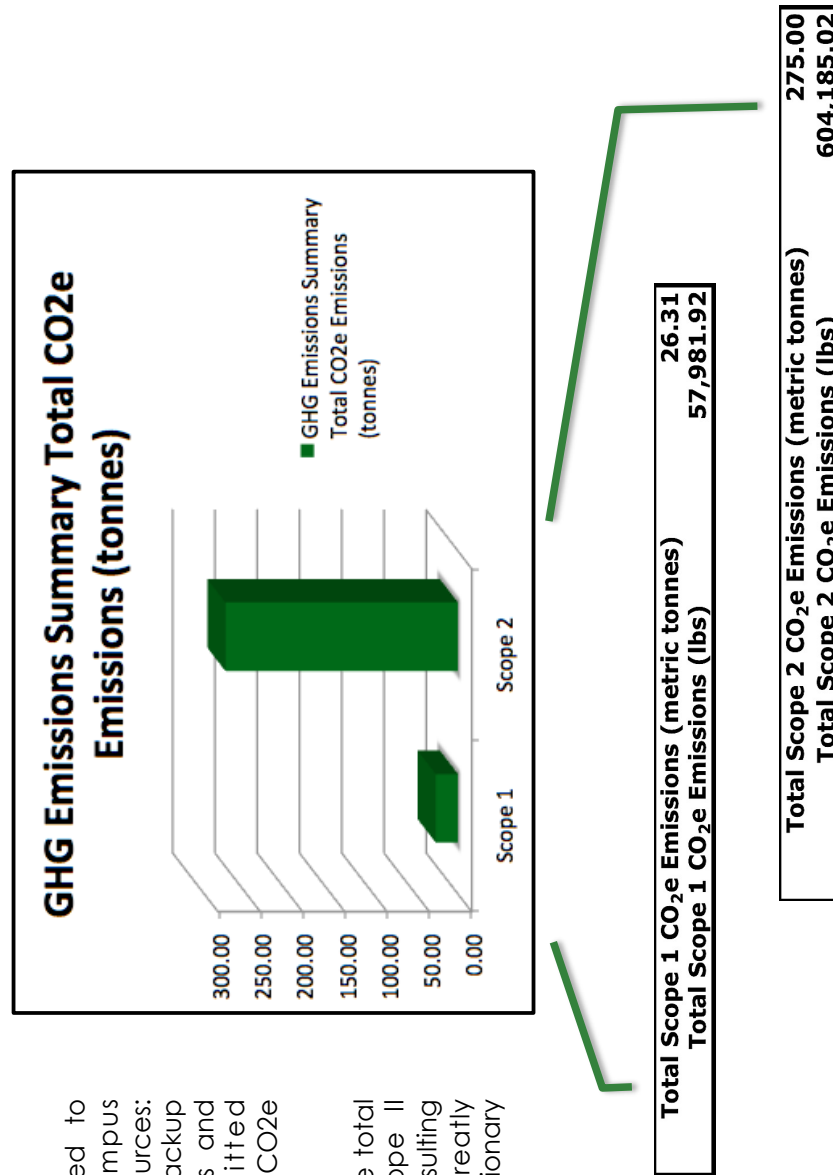


Figure 3: Comparison of total CO₂e emissions for scope I and scope II sources.

Natural Gas

The Corporate Pointe Office Center utilizes an on-site natural gas boiler for heating. The AULA facilities are responsible for a percentage of the total gas consumed by the boiler based upon a breakdown of building square footage. The AULA facilities occupy 26.93% of the Corporate Pointe Office Center. The calculations listed in Figure 4 represent the AULA portion of total energy consumed on the premises.

AULA emissions from natural gas combustion totals 25.79 metric tonnes of CO₂e. These emissions also constitute the majority of scope 1 emissions.

	Total Energy Consumed (therms)	CO ₂ Emissions (kg)	CH ₄ Emissions (kg)	N ₂ O Emissions (kg)	Total CO ₂ e Emissions (tonnes)
January	573.82	3,056.76	0.27	0.01	3.06525
February	572.53	3,049.88	0.27	0.01	3.05834
March	434.38	2,313.95	0.21	0.00	2.32037
April	290.31	1,546.46	0.14	0.00	1.55075
May	223.79	1,192.12	0.11	0.00	1.19543
June	373.25	1,988.30	0.18	0.00	1.99382
July	339.32	1,807.55	0.16	0.00	1.81257
August	438.42	2,335.47	0.21	0.00	2.34195
September	399.37	2,127.45	0.19	0.00	2.13336
October	275.49	1,467.56	0.13	0.00	1.47163
November	537.79	2,864.82	0.26	0.01	2.87277
December	369.47	1,968.17	0.18	0.00	1.97364
Yearly total	4,827.95	25,718.48	2.31	0.05	25.79
totals in lbs		56,699.48	5.09	0.10	56,856.90
totals in tonnes		25.72	0.00	0.00	25.79

Figure 4: Provides total energy consumed during the 2011 calendar year.

Natural Gas - Total CO₂e Emissions (represented in tonnes)

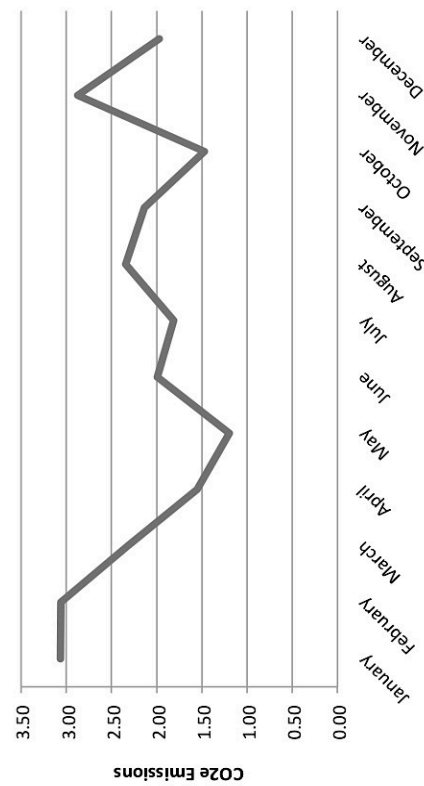


Figure 5: Depicts the fluctuation of GHG emissions related to natural gas combustion throughout the 2011 calendar year.

Emissions through the Year

The Figure 5 depicts the fluctuation of GHG emissions related to natural gas combustion throughout the 2011 calendar year. There is a correlation to local weather patterns, displaying a drop in combustion during the summer months.

Additional Stationary Sources

The remaining scope 1 GHG emissions are attributed to the fuel combustion from both an on-site backup generator and the landscaping related activities used to maintain the Corporate Pointe office park. The total energy consumed is noted for both emissions sources. These totals are then used to calculate the percentage allocated to AULA based upon the square footage occupied by the AULA facilities.

Backup Generator

The backup generator utilized by Corporate Pointe Office Park functions strictly for emergency purposes and all fuel use and related emissions are reported. Figure 6 notes the total gallons of type 2 diesel used by the office park during the 2011 calendar year. The emissions attributed to this source total 0.08 metric tonnes of CO₂e.

Backup Generator Fuel - Type 2 Diesel

Total Energy Consumed (gallons)	CO ₂ Emissions (kg)	CH ₄ Emissions (kg)	N ₂ O Emissions (kg)	% allocation to AULA	Total CO ₂ e Emissions (tonnes)
Yearly total 30	304,500	0.017	0.008	26.9%	0.08
totals in lbs	585,989	0.034	0.015	26.9%	159.20
totals in tonnes	0.305	0.000	0.000	26.9%	0.08

Figure 6: Provides total fuel consumed by the backup generator during the 2011 calendar year.

Landscaping

The Office Park employs Brickman, an off-site commercial landscaping company, to maintain the property grounds. The Brickman landscaping equipment utilizes two-cycle engines powered by unleaded gas. Figure 7 notes the total gallons of fuel used for landscaping purposes during the 2011 calendar year. The emissions attributed to this source total 0.44 metric tonnes of CO₂e.

Landscaping Two Cycle Engines Fuel -Unleaded Gasoline*

Total Energy Consumed (gallons)	CO ₂ Emissions (kg)	CH ₄ Emissions (kg)	N ₂ O Emissions (kg)	% allocation to AULA	Total CO ₂ e Emissions (tonnes)
Yearly total 182	1612,522	0.093	0.040	26.9%	0.44
totals in lbs	3554,998	0.205	0.088	26.9%	965.82
totals in tonnes	1.613	0.000	0.000	26.9%	0.44

Figure 7: Provides total fuel consumed due to landscaping activities during the 2011 calendar year.

	Total Energy Consumed (gallons)	CO2 Emissions (kg)	CH4 Emissions (kg)	N2O Emissions (kg)	Total CO2e Emissions (tonnes)
January	83,838.95	25,897.82	1.07590	0.23698	25.99533
February	79,420.26	24,532.89	1.01919	0.22449	24.62526
March	71,217.34	21,999.01	0.91393	0.20130	22.08184
April	70,590.35	21,805.33	0.90588	0.19953	21.88744
May	72,348.11	22,348.30	0.92844	0.20450	22.43245
June	76,961.46	23,773.36	0.98764	0.21754	23.86288
July	70,928.96	21,909.93	0.91022	0.20049	21.99243
August	69,599.03	21,499.11	0.89316	0.19673	21.58006
September	76,961.06	23,773.24	0.98763	0.21754	23.86276
October	75,920.55	23,451.83	0.97428	0.21460	23.54013
November	77,490.01	23,936.63	0.99442	0.21903	24.02676
December	61,629.02	19,037.18	0.79088	0.17420	19.10886
Yearly total	886,905.09	273,964.61	11.38	2.51	275.00
	totals in lbs	603,991.24	7.75	0.00	604,185.02
	totals in tonnes	273.96	0.01	0.00	275.00

Figure 8: Provides the total electricity purchased during the 2011 calendar year.

Purchased Electricity

The Corporate Pointe Office Center purchases electricity from Southern California Edison. The AULA facilities are metered to record electricity use by the University. AULA is also responsible for a percentage of the shared electricity usage for the office center based upon the amount of space occupied. The calculations listed in Figure 8 represent the AULA portion of total electricity purchased for the office center. The scope II CO2e emissions attributed to purchased electricity totals 275 metric tonnes. These emissions also constitute the clear majority of GHG emissions resulting from all AULA operations accounted for in this inventory report.

Figure 9 depicts the fluctuation of GHG emissions related to purchased electricity throughout the 2011 calendar year.

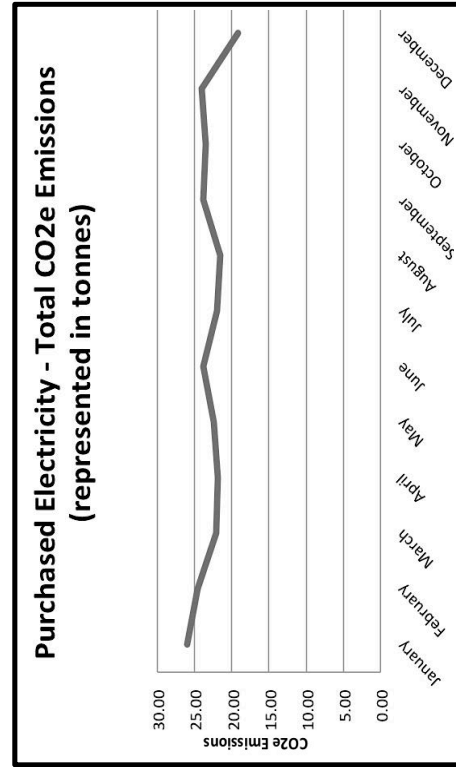
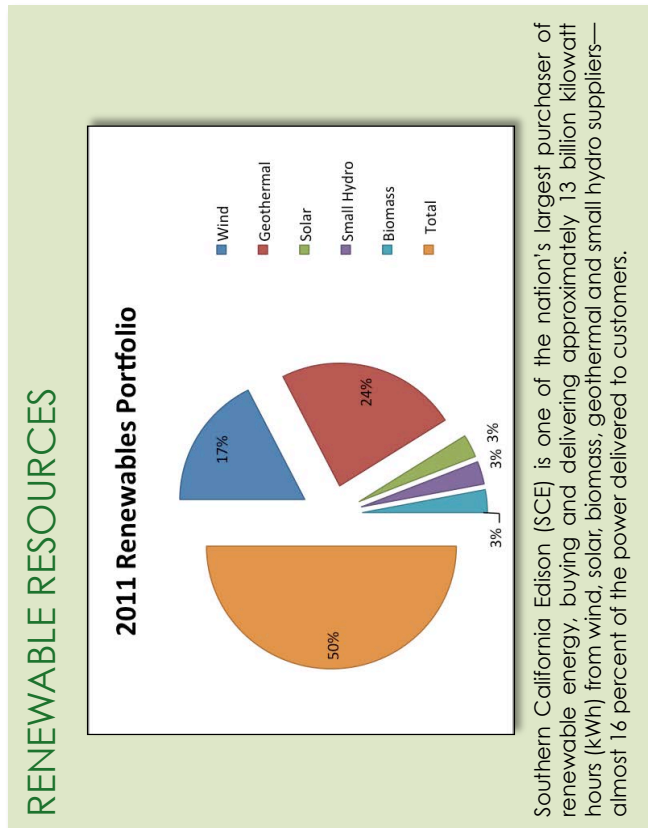


Figure 9: Depicts the fluctuation of GHG emissions related to electricity purchased throughout the 2011 calendar year.



Next Steps

Future AULA GHG emissions data will be reported to the ACUPCC on an annual basis. Going forward, the 2011 Inventory Management Plan (IMP) will serve as the guiding methodological tool for inventory data collection and reporting.

Base Year

The 2011 Inventory is the designated baseline emissions level and will be used for future AULA GHG Inventories. Future growth in the AULA community will not impact the base year. AULA will work to develop a climate action plan with the aim of moving towards carbon neutrality.

Adjustments & Methodology Changes

Should WRI update its GHG emissions factors in a future iteration of the protocol, the new emissions factors will be applied retroactively to the previous years' calculations.

Currently, AULA does not own its own facilities. Should a time come when it does own its own space, a determination will be made whether to switch from operational to financial control. Switching methodologies at a future date will necessitate defining a new base year.

Antioch University New England

11/11/14

Fossil Fuel Divestment Policy Brief

Prepared for President Jones by the Office of Sustainability & Social Justice

Background:

- Warming of the global climate system is unequivocal and is accelerating rapidly.¹
- The movement to divest from fossil fuels is active on more than 252 American college and university campuses, as well as within numerous municipalities, pension funds, private foundations, and religious institutions.²
- Total divestment funds worldwide have now reached \$50 billion. The Rockefeller Fund, built with the profits of Standard Oil Co., announced in September 2014 that it will fully divest its funds from coal and tar sands immediately, while looking at how to fully divest from fossil fuels in the near future, citing the need to bring visibility to the issue and send financial signals.³
- The last time the world saw a divestment movement this widespread and powerful was the campaign to divest from Apartheid South Africa in the 1970s and '80s.
- Antioch University was a visionary leader during the Anti-Apartheid movement and, in 1978, was one of the first higher education institutions in the U.S. to divest from corporations profiting from Apartheid.^{4 5}
- Once again, Antioch University has the opportunity to lead by example and to be among the top 20 American colleges and universities to divest from fossil fuels. In doing so, Antioch University would strengthen its brand and leadership and act according to its mission. (See Appendix A for list of higher education institutions with divestment commitments.)

¹ Bernstein, L., Pachauri, R. K., Reisinger, A., & Intergovernmental Panel on Climate Change. (2008). *Climate change 2007: synthesis report*. Geneva, Switzerland: IPCC.

² Divestment Commitments. (n.d.). Retrieved October 21, 2014, from <http://gofossilfree.org/commitments/>

³ Drajem, M. (2014, September 22). Rockefeller Fund Built on Oil to Abandon Fossil Fuels. Retrieved October 14, 2014, from <http://www.bloomberg.com/news/2014-09-22/rockefeller-fund-built-on-oil-to-abandon-fossil-fuels.html>

⁴ Antioch College joins with Village to celebrate Martin Luther King Jr. Day of Service. (2012, January 6). Retrieved October 21, 2014, from <http://antiochcollege.org/news/archive/2011/11/3492.html>

⁵ Munsch, G. (1978, September 18). Businesses urged to sever South African ties. *The Cavalier Daily*. Charlottesville, Virginia. Retrieved from <http://news.google.com/newspapers?id=3p8cAAAAIBAJ&sjid=52gEAAAAIBAJ&pg=6669%2C629729>

Need for change:

- The fossil fuel industry has access to five times the amount of coal, oil, and natural gas that, if burned, would cause average global temperatures to surpass the safe limit of 2°C agreed to by 167 countries at the 2009 Copenhagen Accord.⁶
- Humanity's current emissions trajectory will carry us beyond 5°C average global warming by 2100, leaving us a planet inconsistent with that on which human civilization developed and to which life on Earth is adapted.⁷
- The effects of climate change disproportionately affect lower income and marginalized communities, often exacerbating already existing social injustices.^{8 9 10 11}
- Climate change is an environmental and human rights crisis that demands bold action. As Nobel laureate Desmond Tutu stated when referencing the fossil fuel divestment campaign, "The divestment movement played a key role in helping liberate South Africa. The corporations understood the logic of money, even when they weren't swayed by the dictates of morality. Climate change is a deeply moral issue, too, of course. ...Once again, we can join together as a world and put pressure where it counts."
- As leadership at the Wallace Global Fund, one of the 64 private philanthropic foundations that have publicly committed to divesting, said, "Who in our community could proudly defend, today, a decision not to have divested from South Africa thirty years ago? In hindsight, the moral case seems too clear. How then might we envision defending, twenty years from now, keeping our millions invested in business-as-usual

⁶ Carbon Tracker Initiative. (2012, March). Unburnable Carbon - Are the world's financial markets carrying a carbon bubble? Retrieved from <http://www.carbontracker.org/library/#carbon-bubble>

⁷ Bernstein, L., Pachauri, R. K., Reisinger, A., & Intergovernmental Panel on Climate Change. (2008). *Climate change 2007: synthesis report*. Geneva, Switzerland: IPCC.

⁸ NAACP. (2014). Climate Justice Initiative. Retrieved October 21, 2014, from <http://www.naacp.org/programs/entry/climate-justice>

⁹ NAACP. (n.d.). The Hidden Consequences of Climate Change. Retrieved from <http://action.naacp.org/page/-/images/press/The%20Hidden%20Consequences%20of%20Climate%20Change.pdf>

¹⁰ Field, C. B., Barros, V. R., Jon Dokken, D., Mach, K., Mastrandrea, M. D., Bilir, T. E., ... White, L. L. (2014). *Climate Change 2014: Impacts, Adaptation, and Vulnerability* (No. Fifth Assessment Report). United Nations. Retrieved from http://www.ipcc.ch/pdf/assessment-report/ar5/wg2/WGIIAR5-FrontMatterA_FINAL.pdf

¹¹ Lowrey, A. (2013, November 12). The Inequality of Climate Change. Retrieved October 21, 2014, from <http://economix.blogs.nytimes.com/2013/11/12/the-inequality-of-climate-change/>

fossil energy, at precisely the moment scientists are telling us there is no time left to lose?”¹²

- Divestment creates the natural opportunity for mission-consistent reinvestment that promotes sustainability and social justice.¹³
- Divestment is also an opportunity for innovation: “John D Rockefeller, the founder of Standard Oil, moved America out of whale oil and into petroleum,” Stephen Heintz, president of the Rockefeller Brothers Fund, said in a statement. “We are quite convinced that if he were alive today, as an astute businessman looking out to the future, he would be moving out of fossil fuels and investing in clean, renewable energy.”¹⁴
- The British Parliament’s environmental audit committee, as well as other financial analysts, suggest that fossil fuel company investments are volatile, unsafe, and could crash (Great Britain et al., 2014; The Australia Institute, 2014).^{15 16}
- There is a \$20 trillion “carbon bubble,” the value of the 80% of all known fossil fuel reserves that are unburnable from a human well-being standpoint. This bubble creates the potential for stranded assets.^{17 18}

¹² Dorsey, E., & Mott, R. N. (2014, January 30). Philanthropy Rises to the Fossil Divest-Invest Challenge. Retrieved October 14, 2014, from http://www.huffingtonpost.com/ellen-dorsey/philanthropy-rises-to-the_b_4690774.html

¹³ Humphreys, J. (2013). *Institutional pathways to fossil-free investing: Endowment management in a warming world*. Tellus Institute. Retrieved from <https://s3.amazonaws.com/s3.350.org/images/Institutional-Pathways-to-Fossil-Free-Investing-2013.pdf>.

¹⁴ Goldenberg, S. (2014, September 22). Heirs to Rockefeller oil fortune divest from fossil fuels over climate change. *The Guardian*. Available at: <http://www.theguardian.com/environment/2014/sep/22/rockefeller-heirs-divest-fossil-fuels-climate-change> [Accessed on November 3, 2014]

¹⁵ Great Britain, Parliament, House of Commons, Environmental Audit Committee, Walley, J., & Stationery Office (Great Britain). (2014). *Green finance: twelfth report of session 2013-14. Volume 1, Volume 1*. London: Stationery Office.

¹⁶ The Australia Institute. (2014). *Climate proofing your investments: moving funds out of fossil fuels*. Retrieved from <http://apo.org.au/node/38310>

¹⁷ Harvey, F. (2014, March 6). “Carbon bubble” poses serious threat to UK economy, MPs warn. *The Guardian*. Retrieved from <http://www.theguardian.com/environment/2014/mar/06/carbon-bubble-threat-uk-economy-fossil-fuels-mps>

¹⁸ Carbon Tracker Initiative. (2013). *Unburnable Carbon 2013: Wasted capital and Stranded Assets*. Retrieved from <http://www.carbontracker.org/report/wasted-capital-and-stranded-assets/>

Plan of Action:

- We recommend that Antioch University's Board of Governors Investment Committee assess the current fossil-fuel holdings in the AU endowment, publicly freeze any new investments in fossil-fuel companies, and direct the endowment's financial advisors to divest from all fossil-fuel holdings within five years.
- We recommend that Antioch University actively reinvest in mission-consistent funds that promote Antioch's core values of social justice and sustainability.

Feasibility:

- There are numerous resources available to assist higher ed institutions with the logistics involved in divesting.^{19 20 21}
- According to experts, including, Donald P. Gould, trustee and chair of the investment committee at the recently divested Pitzer College and president of Gould Asset Management, divesting from energy company stocks will have no impact, or even a positive impact, on the institution's portfolio.^{22 23}
- Unity College divested in 2012 and has not experienced any diminished return, to date. Furthermore, the college has benefited from an increase in alumni and other giving as a result of divesting.^{24 25}

¹⁹ gofossilfree.org, & HIP Investor Inc. (2013). *Resilient portfolios & fossil-free pensions*. Retrieved from <https://s3.amazonaws.com/s3.350.org/images/Resilient-Portfolios-and-Fossil-Free-Pensions-ByHIPInvestor-GoFossilFree-vFinal-2013Oct31.pdf>

²⁰ Humphreys, J. (2013). *Institutional pathways to fossil-free investing: Endowment management in a warming world*. Tellus Institute. Retrieved from <https://s3.amazonaws.com/s3.350.org/images/Institutional-Pathways-to-Fossil-Free-Investing-2013.pdf>

²¹ Ressler, L., & Schellentrager, M. (n.d.). *A complete guide to reinvestment*. Responsible Endowments Coalition. Retrieved from https://s3.amazonaws.com/s3.350.org/images/Reinvestment_Guide.pdf

²² Yonavjak, L. (2013, July 29). Divesting From Fossil Fuels Means A Cleaner, Safer And More Resilient Future. Retrieved October 14, 2014, from <http://www.forbes.com/sites/ashoka/2013/07/29/divesting-from-fossil-fuels-means-a-cleaner-safer-and-more-resilient-future/>

²³ Gould, D. P. (2014, July 28). Why We Said Goodbye to Fossil-Fuel Investments. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Why-We-Said-Goodbye-to/147929/>

²⁴ Divestment Commitments. (n.d.). Retrieved October 21, 2014, from <http://gofossilfree.org/commitments/>

Consequences:

- Divestment would be firmly in line with Antioch University's mission and with Antioch University New England's statements of purpose and values, the pledges of AULA, AUS, and AUNE presidents to the American College & University Presidents' Climate Commitment, the respective campus Climate Action Plans, and AUNE's Responsible Purchasing Policy and Social Justice Audit action plan goals. Divestment also would move AUNE closer to achieving its 2020 carbon neutrality commitment.
- Beyond closing the gap between our values and our actions, divestment has the potential to benefit the university in a number of financial ways.
- Reinvested funds could be used to promote clean and renewable energy sources, energy efficiency and conservation, and community development, among other public goods.
- It is the academy's role to exercise thought leadership and to educate its students and society at large on issues of great moral and practical consequence. Divestment would position Antioch at the forefront of this issue and may stimulate increased enrollment and giving, if publicized in effective ways.
- There is an active movement amongst alumni nationwide to tie annual giving to college endowment divestment. One high-profile alumna of AUNE, who is a Horace Mann Award winner, has already withheld her annual contribution until the University divests from fossil fuels. Divesting now will prevent any further reductions in annual giving.
- Divestment should not diminish the endowment's return and will serve to minimize exposure to the carbon bubble.^{26 27}

Counter Arguments:

- Divesting will cause increased risk to the institution's portfolio and diminished returns.
- University endowments should not be politicized.

²⁵ Unity College Reports No Loss from Fossil Fuel Divestment. (2013, May 1). Retrieved October 21, 2014, from <http://www.unity.edu/news/unity-college-reports-no-loss-fossil-fuel-divestment>

²⁶ Yonavjak, L. (2013, July 29). Divesting From Fossil Fuels Means A Cleaner, Safer And More Resilient Future. Retrieved October 14, 2014, from <http://www.forbes.com/sites/ashoka/2013/07/29/divesting-from-fossil-fuels-means-a-cleaner-safer-and-more-resilient-future/>

²⁷ Gould, D. P. (2014, July 28). Why We Said Goodbye to Fossil-Fuel Investments. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Why-We-Said-Goodbye-to/147929/>

Rebuttals:

- The claims of increased risk and diminished returns are unsubstantiated and run counter to the actual experiences of the institutions that have divested.
- Studies have shown that divesting does not cause loss of returns, and has the potential to increase returns long term by shielding university endowments from the risks posed by the carbon bubble.^{28 29 30 31 32}
- The critique that decisions regarding endowments should not be politicized is based on the position that divestment is a political act. If divestment is political, then investment must also be political by default.
- Knowingly profiting from the creation and exacerbation of climate change is therefore a political choice.
- Our investment choices all have real-world social, economic, and environmental justice consequences. Antioch University has an opportunity now to be a leader in shifting its endowment resources from fossil fuels to an array of robust alternatives that advance our institutional mission.

²⁸ The Australia Institute. (2014). *Climate proofing your investments: moving funds out of fossil fuels*. Retrieved from <http://apo.org.au/node/38310>

²⁹ Yonavjak, L. (2013, July 29). Divesting From Fossil Fuels Means A Cleaner, Safer And More Resilient Future. Retrieved October 14, 2014, from <http://www.forbes.com/sites/ashoka/2013/07/29/divesting-from-fossil-fuels-means-a-cleaner-safer-and-more-resilient-future/>

³⁰ Humphreys, J. (2013). *Institutional pathways to fossil-free investing: Endowment management in a warming world*. Tellus Institute. Retrieved from <https://s3.amazonaws.com/s3.350.org/images/Institutional-Pathways-to-Fossil-Free-Investing-2013.pdf>

³¹ Unity College Reports No Loss from Fossil Fuel Divestment. (2013, May 1). Retrieved October 21, 2014, from <http://www.unity.edu/news/unity-college-reports-no-loss-fossil-fuel-divestment>

³² Gould, D. P. (2014, July 28). Why We Said Goodbye to Fossil-Fuel Investments. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Why-We-Said-Goodbye-to/147929/>

Appendix A: Notable Divested Institutions³³

Colleges & Universities

College of the Atlantic - Bar Harbor, Maine

Foothill-De Anza Community College Foundation - Los Altos Hills, CA

University of Glasgow – Glasgow, Scotland

Green Mountain College – Poultney, VT

Hampshire College – Amherst, MA

Naropa University – Boulder, CO

Peralta Community College District – Oakland, CA

Pitzer College – Claremont, CA

Prescott College – Prescott, AZ

San Francisco State University Foundation* – San Francisco, CA

Stanford University** – Palo Alto, CA

Sterling College – Craftsbury Common, VT

Unity College – Unity, ME

University of Dayton – Dayton, OH

*Committed to divest from coal and tar sands and set up a committee to explore full divestment in May 2013.

**Committed to divest from coal.

³³ Divestment Commitments. (n.d.). Retrieved October 21, 2014, from <http://gofossilfree.org/commitments/>

Notable Entities - Either Fully Divested or Pursuing Divestment³⁴

Ben and Jerry's Foundation

The Betsy and Jesse Fink Foundation

Boulder, CO

Bullitt Foundation

The Educational Foundation of America

Jessie Smith Noyes Foundation

The John Merck Fund

Northampton, MA

Oakland, CA

Park Foundation

Pace Foundation

Pax Fund

Portland, OR

Robert and Patricia Switzer Foundation

Rockefeller Brothers Fund

Sierra Club Foundation

Unitarian Universalist Association

United Church of Christ – National

Wallace Global Fund

World Council of Churches

³⁴ Divestment Commitments. (n.d.). Retrieved October 21, 2014, from <http://gofossilfree.org/commitments/>; Divest Invest Philanthropy Signatories. (n.d.). <http://divestinvest.org/philanthropy/signatories/>.

References

- Antioch College joins with Village to celebrate Martin Luther King Jr. Day of Service. (2012, January 6). Retrieved October 21, 2014, from <http://antiochcollege.org/news/archive/2011/11/3492.html>
- Bernstein, L., Pachauri, R. K., Reisinger, A., & Intergovernmental Panel on Climate Change. (2008). *Climate change 2007: synthesis report*. Geneva, Switzerland: IPCC.
- Carbon Tracker Initiative. (2012, March). Unburnable Carbon - Are the world's financial markets carrying a carbon bubble? Retrieved from <http://www.carbontracker.org/library/#carbon-bubble>
- Carbon Tracker Initiative. (2013). Unburnable Carbon 2013: Wasted capital and Stranded Assets. Retrieved from <http://www.carbontracker.org/report/wasted-capital-and-stranded-assets/>
- Divestment Commitments. (n.d.). Retrieved October 21, 2014, from <http://gofossilfree.org/commitments/>
- Dorsey, E., & Mott, R. N. (2014, January 30). Philanthropy Rises to the Fossil Divest-Invest Challenge. Retrieved October 14, 2014, from http://www.huffingtonpost.com/ellen-dorsey/philanthropy-rises-to-the_b_4690774.html
- Drajem, M. (2014, September 22). Rockefeller Fund Built on Oil to Abandon Fossil Fuels. Retrieved October 14, 2014, from <http://www.bloomberg.com/news/2014-09-22/rockefeller-fund-built-on-oil-to-abandon-fossil-fuels.html>
- Field, C. B., Barros, V. R., Jon Dokken, D., Mach, K., Mastrandrea, M. D., Bilir, T. E., ... White, L. L. (2014). *Climate Change 2014: Impacts, Adaptation, and Vulnerability* (No. Fifth Assessment Report). United Nations. Retrieved from http://www.ipcc.ch/pdf/assessment-report/ar5/wg2/WGIIAR5-FrontMatterA_FINAL.pdf
- gofossilfree.org. (n.d.). Go fossil free divest college endowments. Retrieved from https://s3.amazonaws.com/s3.350.org/images/Nationwide_Graphic_revised_1.jpg
- gofossilfree.org, & HIP Investor Inc. (2013). *Resilient portfolios & fossil-free pensions*. Retrieved from <https://s3.amazonaws.com/s3.350.org/images/Resilient-Portfolios-and-Fossil-Free-Pensions-ByHIPinvestor-GoFossilFree-vFinal-2013Oct31.pdf>
- Goldenberg, S. (2014, September 22). Heirs to Rockefeller oil fortune divest from fossil fuels over climate change. *The Guardian*. Available at: <http://www.theguardian.com/environment/2014/sep/22/rockefeller-heirs-divest-fossil-fuels-climate-change> [Accessed on November 3, 2014]
- Gould, D. P. (2014, July 28). Why We Said Goodbye to Fossil-Fuel Investments. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Why-We-Said-Goodbye-to/147929/>

- Great Britain, Parliament, House of Commons, Environmental Audit Committee, Walley, J., & Stationery Office (Great Britain). (2014). *Green finance: twelfth report of session 2013-14. Volume 1, Volume 1*. London: Stationery Office.
- Harvey, F. (2014, March 6). "Carbon bubble" poses serious threat to UK economy, MPs warn. *The Guardian*. Retrieved from <http://www.theguardian.com/environment/2014/mar/06/carbon-bubble-threat-uk-economy-fossil-fuels-mps>
- Humphreys, J. (2013). *Institutional pathways to fossil-free investing: Endowment management in a warming world*. Tellus Institute. Retrieved from <https://s3.amazonaws.com/s3.350.org/images/Institutional-Pathways-to-Fossil-Free-Investing-2013.pdf>
- Lowrey, A. (2013, November 12). The Inequality of Climate Change. Retrieved October 21, 2014, from <http://economix.blogs.nytimes.com/2013/11/12/the-inequality-of-climate-change/>
- Munsch, G. (1978, September 18). Businesses urged to sever South African ties. *The Cavalier Daily*. Charlottesville, Virginia. Retrieved from <http://news.google.com/newspapers?id=3p8cAAAAIBAJ&sjid=52gEAAAAIBAJ&pg=6669%2C629729>
- NAACP. (2014). Climate Justice Initiative. Retrieved October 21, 2014, from <http://www.naacp.org/programs/entry/climate-justice>
- NAACP. (n.d.). The Hidden Consequences of Climate Change. Retrieved from <http://action.naacp.org/page/-/images/press/The%20Hidden%20Consequences%20of%20Climate%20Change.pdf>
- Ressler, L., & Schellentrager, M. (n.d.). *A complete guide to reinvestment*. Responsible Endowments Coalition. Retrieved from https://s3.amazonaws.com/s3.350.org/images/Reinvestment_Guide.pdf
- The Australia Institute. (2014). *Climate proofing your investments: moving funds out of fossil fuels*. Retrieved from <http://apo.org.au/node/38310>
- Unity College Reports No Loss from Fossil Fuel Divestment. (2013, May 1). Retrieved October 21, 2014, from <http://www.unity.edu/news/unity-college-reports-no-loss-fossil-fuel-divestment>
- Yonavjak, L. (2013, July 29). Divesting From Fossil Fuels Means A Cleaner, Safer And More Resilient Future. Retrieved October 14, 2014, from <http://www.forbes.com/sites/ashoka/2013/07/29/divesting-from-fossil-fuels-means-a-cleaner-safer-and-more-resilient-future/>

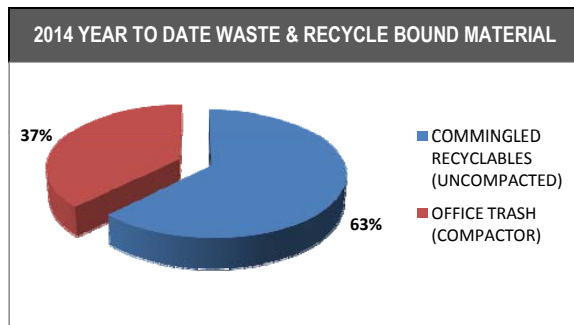
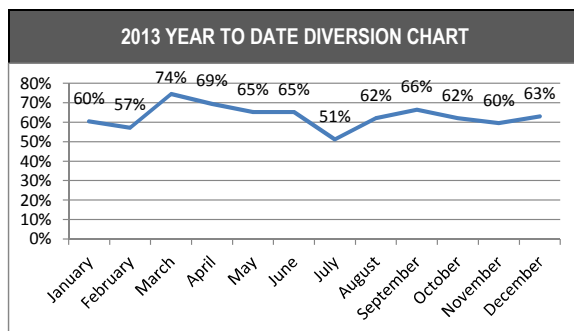
7e. WASTE DIVERSION REPORT

DCE Consultant: Ryan Gaya
Company: Transwestern
Address: 400 Corporate Pointe
City/State: Culver City, CA



2014 Year to Date Recycling Report

MATERIALS IN WASTE STREAM	TOTAL WEIGHT (Tons)
COMMINGLED RECYCLABLES (UNCOMPACTED)	76.28
OFFICE TRASH (COMPACTOR)	45.68
OTHER	0.00



MONTHLY SUMMARY				
MONTH	RECYCLE (TONS)	TRASH (TONS)	OTHER (TONS)	DIVERSION (%)
January	6.85	4.48	0.00	60%
February	5.87	4.41	0.00	57%
March	6.36	2.18	0.00	74%
April	6.36	2.79	0.00	69%
May	6.36	3.38	0.00	65%
June	6.36	3.39	0.00	65%
July	6.36	6.07	0.00	51%
August	5.87	3.58	0.00	62%
September	6.36	3.22	0.00	66%
October	6.85	4.18	0.00	62%
November	5.87	3.99	0.00	60%
December	6.85	4.01	0.00	63%

YTD AVE DIVERSION PERCENTAGE	63%
------------------------------	-----

YEAR TO DATE ENVIRONMENTAL STATISTICS					
	Carbon Footprint Reduction (MTCO2E)	-174.50		Cubic Yards of Landfill Space Saved	146.18
	Total Number of Trees Saved	621		Gallons of Water Saved	255,808
	Gallons of Gasoline Saved	658		Kilowatts of Energy Saved	146,176

400 Corporate Pointe has 1 - 30 yd self contained compactor for trash that is emptied every 2 weeks. The building also has 2 - 3 yard bins for the commingled recycling program which get picked up 3 x per week.