Meeting Minutes

Meeting Date	04.29.2022
To	Hussain Agah, Mehran Mohtasham, Myra Nava
From	DLR Group
Location	via ZOOM
Project	RCCD: Sustainability and Climate Action Plan / IEMP / TCO
Project No.	N/A
Attendees	Majd Askar, Carlos Lopez, Hussain Agah, Ayesha Syed, Alfred Cardoza, Chui Zhi Yao, Daniel Clark, Sean Drake, F. Johnson, Nader Ghopreal, Jeffrey Julius, jwfraczek, Gertrude Lopez, Mark Figueroa, Matthew Fast, Matthew Diep, Colleen McGurn, Deanna Murrell, Sara Nafzgar, Nicolae Baciuna, Carrie Patterson, Debbi Renfrow, Arlene Serrato, Kevin Stewart, Daniel Study, Tahmin Morshed, I-Ching Tsai, Vince Alonzo, Joel Webb,
Purpose	Moreno Valley College Sustainability Task Force – Sustainability and Climate Action Plan Update

Minutes:

- See Attached Draft SCAP – with mark-ups from the task force.

LET'S REVIEW! (again)
RCCD SUSTAINABILITY AND CLIMATE ACTION PLAN

S-CAP Introduction

Decarbonization and Climate Justice

Health and Well-being

Water and Ecosystems

Waste Minimization

Resiliency

Engagement

Academics

Trust and Transparency

Equity and Social Justice

Partnerships

REVIEW #4.0

TOPICS - REVISIONS TO WASTE, ENGAGEMENT, WELL-BEING, WATER + ADDED SECTIONS FOR DECARBONIZATION, REILIENCY, AND TRUST AND TRANSPARENCY

DATE: APRIL 29, 2022

LETTER FROM LEADERSHIP

TABLE OF CONTENTS

01: INTRODUCTION

PURPOSE OF THE PLAN

This Sustainability and Climate Action Plan (S-CAP) is a strategic planning document created by DLR Group for Riverside Community College District (RCCD) and its three Colleges – Moreno Valley College (MVC), Norco College (NC), and Riverside City College (RCC).

The S-CAP builds upon the legacy of integrated planning and will propel RCCD into a more sustainable and resilient future. This plan aims to outline a roadmap for RCCD and its Colleges to live sustainably and take an active leadership role in the community to respond to evolving environmental and climate challenges and address social, fiscal, and environmental issues.

This work aims to advance RCCD as a sustainability leader among its peer institutions. The California Community Colleges Chancellor's Office Climate Action and Sustainability goals were updated in 2021. This plan addresses those goals, but also creates its framework to implement unique sustainability initiatives and find ways to go above and beyond the Chancellor's Office goals.

The plan defines the long-term vision and culture of sustainability. Ggoals establish aspirational thinking and long-term vision for the District and Colleges. These evergreen goals are visionary and will likely be aligned with RCCD sustainability initiatives in perpetuity.

This plan balances the vision with achievable and measurable objectives. Within each impact area, several objectives and actions are set to a timeline that will advance RCCD and its Colleges toward the long-term goals. These objectives are measurable and include several actions that provide a framework for the Colleges to implement the plan over the next decade and beyond.

> The goal of the Sustainability and Climate Action Plan is to identify ways for environmental, social, and financial sustainability to be fostered at each campus in the District.

TRIPLE BOTTOM LINE SUSTAINABILITY

RCCD believes sustainability moves beyond a singular association with the environment and is founded on three main aspects: Environmental, Social, and Economic. True sustainability balances all three systems forming RCCD's holistic definition of triple bottom line sustainability, balancing goals and objectives to address all three lenses.

Environmental

Environmental sustainability encompasses ecological systems and the natural resources required to sustain them. RCCD has committed to reducing resource use and encouraging environmental stewardship through its commitment to achieving climate neutrality by 2030 and promoting research and educational efforts that address the impact of climate change on the RCCD community.

Social

Social sustainability means respecting and sustaining cultures, social systems, and human well-being worldwide. Community resilience is built through strong connections, shared values, and the protection of human health and well-being for all—decisions made at RCCD impact the local community and neighboring communities. RCCD policies, practices, and initiatives play a role in creating a more social and climate-just world.

Economy

Economic sustainability accounts for decision-making principles for a business or economy to sustain while not negatively impacting environmental or social systems. Economic systems produce the goods and services that enable survival and well-being and are essential to achieving sustainable development.

INFUSING RESILIENCY

Resiliency is overlayed into planning both as an impact area and a filter across all impact areas to address anticipated and unanticipated vulnerabilities that will impact RCCD due to climate change.

Sustainability at RCCD focuses on the connections between the environment, society, and economics and how these connections work together to achieve long-term prosperity and quality of life.

SUSTAINABILITY HISTORY AT RCCD

Previous to this planning effort, the District aligned sustainability efforts with a board policy requiring LEED-certified buildings (ANYTHING ELSE IN THE POLCIY?). In addition, to better align with state regulations and Climate Change and Sustainability Policy by the California Community Colleges Board of Governor efforts, the District is currently implementing a Districtwide Solar Master Plan bringing online renewable energy production to each of the Colleges.

CHECK WITH RCCD - WHAT ELSE?

INTEGRATED PLANNING

These deliverables will connect to other plans across the District, such as District Strategic Plan, the College's Strategic Plan, Educational Master Plan, Facilities Master Plan, and more.

CONNECTING TO OTHER PLANS:
- District Strategic Plan
- College's Strategic Plan
- College's Educational Master Plan
- College's Facilities Master Plan
- District Five-year Capital Construction Plan
- College's Operational and Maintenance Plan
- Fiscal Plan
- Solar Planning Initiative
- Equity Planning
- Affordable Housing Planning
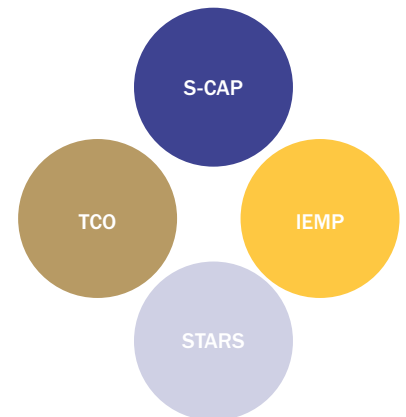
DELIVERABLES AND TOOLS

The scope of work includes four deliverables: Sustainability and Climate Action Plan, Integrated Energy Master Plan, Total Cost of Ownership Model, and AASHE Stars Alignment.

Sustainability and Climate Action Plan

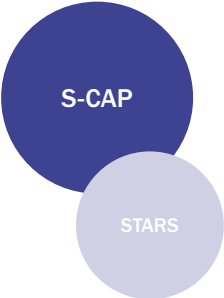An implementable roadmap toward holistic sustainability goals, which establishes RCCD as a leader in addressing Environmental Stewardship and Climate Change.

AASHE Stars Alignment

AASHE Stars is a third-party reporting framework connecting sustainability in the built environment and academics.
Planning intentionally infuses the AASHE Stars framework into the Sustainability and Climate Action as a roadmap towards peer group recognition of each College's sustainability efforts.
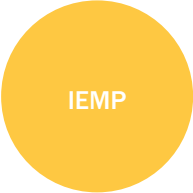
Integrated Energy Master Plan

Establish an implementable roadmap toward Carbon Neutrality and Net Zero Energy at each campus. We will benchmark against established and future goals.
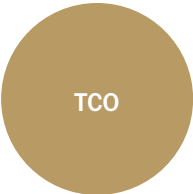
Total Cost of Ownership Model

Develop a framework for cost-effective decision-making that identifies human and capital resources needed to address the goals of the SCAP and IEMP. The TCO is also included with the College's accreditation requirements.

DISTRICT SUSTAINABILITY COMMITTEE

RCCD embarked on a journey to create the Sustainability and Climate Action Plan following the creation of the District Sustainability Committee (DSC). The committee brings representative voices across the District to implement holistic support to sustainability efforts. During the planning process, the DCS was the center of the engagement universe. Milestone workshops were held with the committee where the plan was envisioned, created, and reviewed. The committee worked in four sub-committees that align with the AASHE Stars reporting categories: Academics and Curriculum, Engagement, Operations, and Planning and Administration. The work included data gathering, goal setting, metric setting, and action planning.

LOGO

The sustainability logo was created collectively within the District Sustainability Committee. The three leaves represent the three components of sustainability - environmental stewardship, social equity and fiscal responsibility. The comprehensive approach to sustainability at RCCD is the intersection of those components.

Through a collective process, the District Sustainability Committee established its mission, vision, and charge for providing direction during the ongoing implementation of the Sustainability and Climate Action Plan.

MISSION

The Riverside Community College District Sustainability Committee creates and advances the Sustainability and Climate Action Plan by providing advocacy, leadership, and direction as the plan is developed, updated, and implemented.

VISION

We envision an RCCD where sustainability and resiliency-thinking are integral aspects of our culture and decision-making. We will demonstrate leadership in climate action, social justice and resource conservation.

CHARGE

- **Goal Setting:** Build visionary and achievable goals, objectives, and actions.
- **Integrated Planning:** Support institutional planning activities by articulating sustainable actions, practices, and principles in all aspects of the institution.
- **Policy Development:** Develop and/or recommend appropriate policies that promote sustainability and resiliency.
- **Implementation:**
    - Recognize the differences of each College in its sustainability journey;
    - Build consensus around the prioritization and implementation of sustainability initiatives;
    - Helping people to understand the opportunities, process, limits and costs of sustainability.
- **Monitoring:** Track sustainability performance
- **Communication:** Provide an annual report that summarizes progress and future priorities.

ENGAGEMENT

RCCD's shared governance process demonstrates engaging all voices in the planning process. A major driver of the planning process was to gather unique voices and experiences across the District to truly achieve a holistic approach and scale of impact. Throughout this project, the engagement process explored various sustainability topics, asking stakeholders to prioritize where they wished to have their impact and develop actions to meet short-, mid-, and long-term actions.

Our engagement process started with the VALUES framework linking planning to sustainable priorities through gamification. Eight VALUES sessions were held across the District, including District Sustainability Committee, Moreno Valley College's Resources Council and Associated Students, Norco College's Resources Council and Associated Students, and Riverside City College's Physical Resources Council and Associated Students. The priorities from all sessions were synthesized into the top impacts areas that stakeholders agreed were most important to address in the Sustainability and Climate Action plan.

LINK TO VALUES REPORT

SUSTAINABILITY VALUES SESSIONS: PLACEHOLDER IMAGE

Following the VALUES sessions, Open Houses at each College were hosted to generate deeper conversations around the top VALUES: Decarbonization and Climate Justice, Waste and Procurement, Water and Ecosystems, Health and Well-being, and Resiliency.

DECARBONIZATION AND CLIMATE JUSTICE

- Public transportation is lacking or inconvenient; Biking can be dangerous
- Energy Efficiency within campus buildings and systems
- Provide Solar Cover and EV charging stations
- Human behavior changes impact energy use

RECYCLING AND WASTE REDUCTION

- Create a consistent recycling program
- Focus on reduction – paperless courses, less dining packaging, etc.
- Composting
- Trust in the system!

WATER AND ECO-SYSTEMS

- Building Plumbing Systems
- Native and Drought Tolerant Planting = Less Irrigation
- Eat less meat
- Invest in recycled water infrastructure

HEALTH AND WELL-BEING

- Formalize pathways and trails on-campus
- Use gardens on campus to promote learning, healthy eating, socializing, rejuvenation, etc.
- Social Equity and Inclusion are key links into our planning

RESILIENCY

- Addressed in all VALUES
- Support policies and partnerships that advocate for community health
- Continue to be a resource to the community (housing, food, etc.)
- What is the cost of inaction?

OPEN HOUSE TAKEAWAYS: PLACEHOLDER IMAGE

As goals and objectives were identified, engagement continued with the District Sustainability Committee and College sustainability task forces to review how each College will customize its actions towards the Districtwide goals and objectives.

FOR FINAL DRAFT - ADD A SECTION ABOUT THE APPROVAL PROCESS HERE; ADD A SECTION ABOUT HOW THE PLAN WILL BE IMPLEMENTED

THE S-CAP PLANNING PROCESS

The project timeline was broken out into several phases.

- **Project Initiation** involved coordinating the engagement of all the voices across the District to inform the SCAP development and implementation. The planning team also gathered a prioritization of data we would collect to inform the plan and help our team analyze where the District is today concerning sustainability and climate action.
- **VALUES and Vision** involved a large amount of engagement across the District and College stakeholders, including faculty, staff, and students. Over eight sessions, stakeholders prioritized sustainability values that then translated them into the framework of the S-CAP. Finally, the results of the VALUES sessions and the reveal of the S-CAP impact areas were reported back to the College's shared governance structure.
- **Prioritization and Goals** was focused on establishing goals and measurable objectives for each impact area. The District Sustainability Committee reviewed and discussed each of the goals and objectives throughout the phase.
- **Action Plan and Implementation** began to set actions that would address each objective. These actions are aligned with the College's unique sustainability journey. During this phase, a progress report of the S-CAP draft was provided to both the College's shared governance committees and the board committees.
- **Final Plan** involved the documentation and approval of the S-CAP.
- **Verification and Monitoring** will occur for up to one year after adopting the S-CAP and its deliverables by the board.

PROJECT SCHEDULE

				2021		
	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.
TASKS	TASK 1: Project Initiation			TASK 2: Research and Analysis		
SCAP	Project Initiation			VALUES and Vision		Prioritiz
IEMP				Campus Building Profiles	Energy Audits	Recommend ECMs
TCO				Identify Assets	Classify Assets	Decision Criteria
STARS						
Committee Workshop			Kick-Off Meeting	VALUES	Listening / Deep-Dives	Baselines
Campus Work			President's Kick-off	VALUES	Open Houses	Campus Updates
Deliverable Due						

THE INTEGRATED ENERGY MASTER PLANNING PROCESS

FORTHCOMING

THE TOTAL COST OF OWNERSHIP PLANNING PROCESS

FORTHCOMING

	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	2022 → Board Approval Fall 2022
TASK 3: Implementation Phase								**TASK 4: Verification and Monitoring**
zation and Goals			**Action Plan and Implementation**			**Final Plan**		
d			ECMs Finalized	Dashboard				
			Costing Assets	Asset Decisions		Comprehesive Asset Plan		
				Membership				
		Goal Setting		Action Plan		Draft Plan	Revisions	
				Action Plan	Campus Updates	Draft Plan	Revisions	
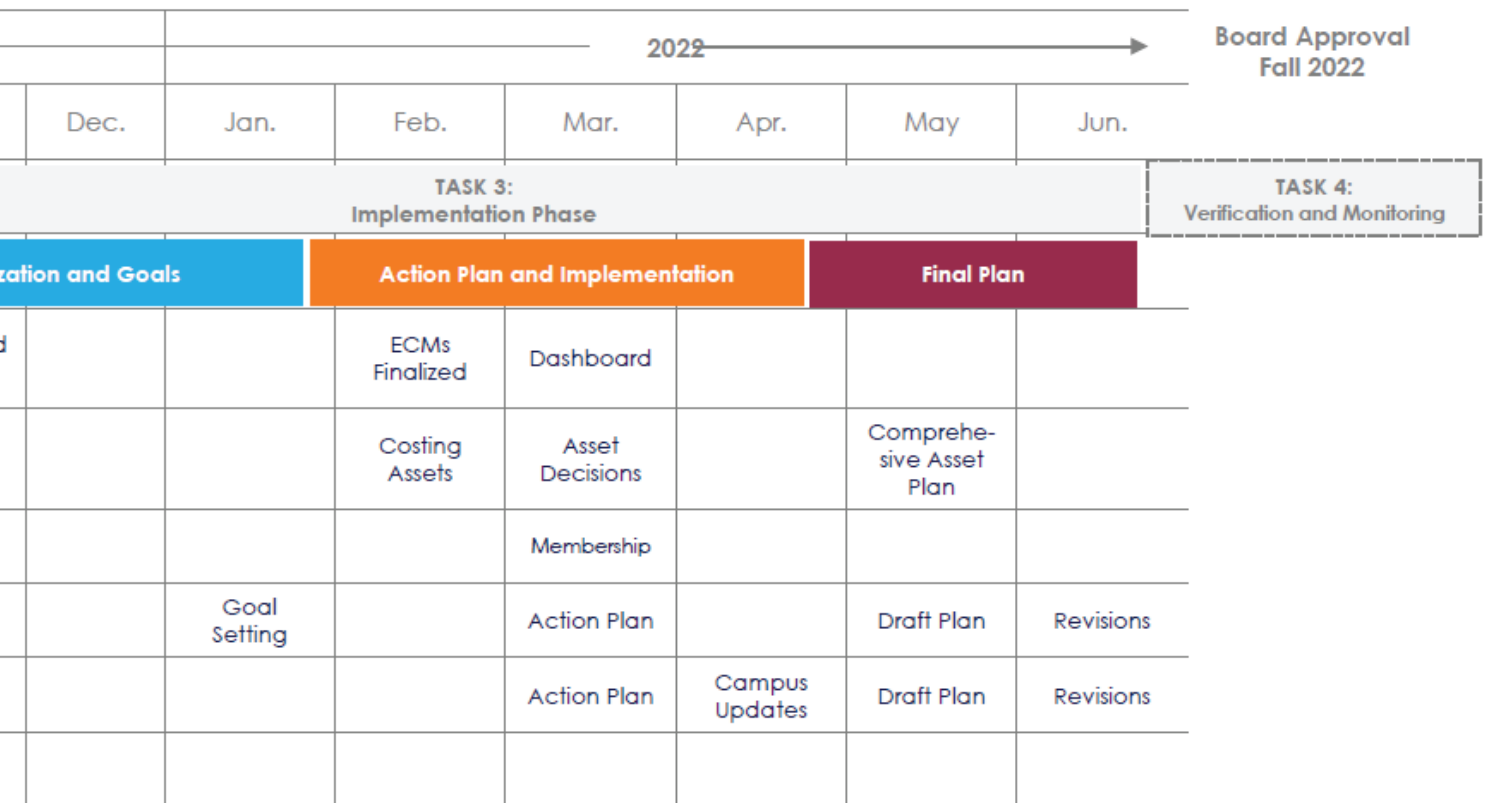
PROJECT SCHEDULE: PLACEHOLDER IMAGE

DOCUMENT ORGANIZATION

The remainder of this document is organized into chapters that align with the process and scope of the plan:

Chapter 02 includes the Sustainability and Climate Action Plan with sub-sections addressing each impact area. Impact areas are organized by their uniqueness to sustainability.

Chapter 03 is a high-level overview of the Integrated Energy Master Plan, including the phase of Discovery, Analysis, and Recommendations. The final deliverable is an interactive dashboard.

Chapter 04 is a high-level overview of the Total Cost of Ownership model. The final deliverable is an interactive application.

 Chapter 05 contains Appendix information, including acknowledgments, a glossary of terms, resources, and document coordination. This section also includes a framework crosswalk to track impact areas against Climate Change and Sustainability Policy by the California Community Colleges Board of Governors and AASHE Stars.

02: SUSTAINABILITY AND CLIMATE ACTION PLAN

THE TEN IMPACT AREAS

Based on the collective top VALUES, the S-CAP includes ten Impact Areas organized into three tiers.

The top-tier impact areas include the creation of goals, objectives, and actions unique to the Sustainability and Climate Action Plan.

The middle-tier includes impact areas related to other District or College plans. The goals and objectives crafted for these impact areas create a sustainability lens to influence future District and College plans.

The final tier includes impact areas where no goals and objectives are formed but connects to other plans and initiatives to help reinforce Community Partnerships and efforts around Equity and Social Justice.

INLCUDED

Includes the creation of goals and metrics within the S-CAP

**Decarboniza-
tion and Cli-
mate Justice**

**Health and
Well-being**

**Water and
Ecosystems**

**Waste
Minimization**
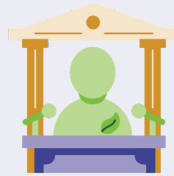
Resiliency

INFLUENCED

Would be included in an update with a sustainability lens / new plan

Engagement

Academics

**Trust and
Transparency**

REINFORCED

Planning and metrics already exist in other plans
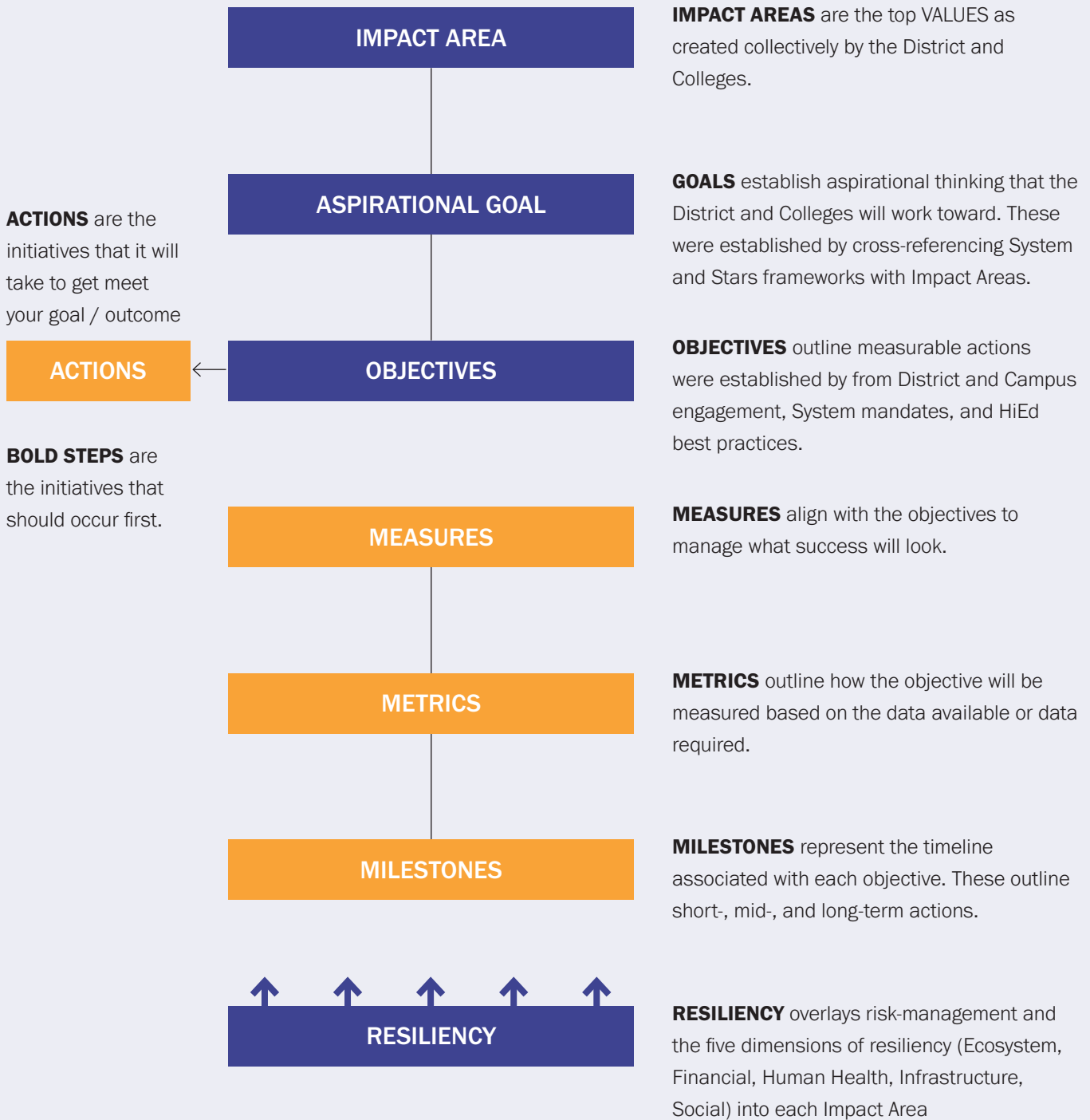
**Equity and
Social Justice**

Partnerships

ALIGNMENT WITH ESTABLISHED FRAMEWORKS

FORTHCOMING

S-CAP ORGANIZATION

This document is structured in ten impact areas and organized into a hierarchical series of Goals, Objectives, and Actions as outlined below.

| IMPACT AREA | **IMPACT AREAS** are the top VALUES as created collectively by the District and Colleges. |

ASPIRATIONAL GOAL

GOALS establish aspirational thinking that the District and Colleges will work toward. These were established by cross-referencing System and Stars frameworks with Impact Areas.

ACTIONS are the initiatives that it will take to get meet your goal / outcome

ACTIONS ← **OBJECTIVES**

OBJECTIVES outline measurable actions were established by from District and Campus engagement, System mandates, and HiEd best practices.

BOLD STEPS are the initiatives that should occur first.

MEASURES

MEASURES align with the objectives to manage what success will look.

METRICS

METRICS outline how the objective will be measured based on the data available or data required.

MILESTONES

MILESTONES represent the timeline associated with each objective. These outline short-, mid-, and long-term actions.

RESILIENCY

RESILIENCY overlays risk-management and the five dimensions of resiliency (Ecosystem, Financial, Human Health, Infrastructure, Social) into each Impact Area

- ESTABLISHED BY DISTRICT
- UNIQUE BY COLLEGE

This is backwards.
Blue = Established by District

Impact Area:
Decarbonization and Climate Justice

GOAL

Become a Net Zero Carbon Campus.

(Framework Alignment)

DEFINING EMISSIONS

Carbon emissions are the release of carbon into the atmosphere, one of the main contributors to climate change. Carbon is released by burning fossil fuels, therefore RCCD seeks to decarbonize the campus fuel supply by becoming less energy-intensive and then will obtain its fuel from zero-carbon renewable sources.

Carbon emissions are typically identified based on their source:

- **Scope 1** carbon emissions are direct emissions from on-site fuel combustion.
- **Scope 2** carbon emissions are indirect emissions from the generation of purchased energy from a utility provider.
- **Scope 3** carbon emissions are associated with supply chain carbon emissions, so the emissions are related to resources and campus occupants getting to the site.

{Insert} "Quote from District Committee on Decarbonization and Climate Justice"

CLIMATE JUSTICE

Climate justice is the fair treatment of all people and the freedom from discrimination in the creation of policies and projects that address climate change as well as the systems that create climate change and perpetuate discrimination. RCCD seeks to be climate justice advocates by decarbonizing operation, and educate students to become future climate justice advocates.

Reduce total carbon emissions including scope 1, 2, and 3.

MEASURE

Percentage reduction in total carbon emissions, carbon emissions per person and carbon emissions per SF compared to 1990 baseline

METRICS / MILESTONES

Baseline

30% reduction by 2025
(Per Chancellor's Office Goal, AASHE OP2)

60% reduction by 2030
(Per Chancellor's Office Goal, AASHE OP2)

ACTIONS

Short-term (within 2 years):
- **Publicly disclose greenhouse gas emissions that result from institutional activities (Per AASHE OP1)**

Mid-Long-term (within 5-10 years):
- Acquire resources to manage and monitor the integrated energy dashboard (Per AASHE OP1)
- Require new construction design projects to achieve a minimum of LEED Gold (Per AASHE OP3)

Long-term (within 10 years):
- Align operation of existing buildings in accordance with LEED O&M (Per AASHE OP4)

SCOPE 1: ON-SITE FUEL COMBUSTION & FLEET VEHICLES

OBJ

Reduce Carbon Emissions caused by on-site fuel combustion for building operations.

MEASURE

Percentage reduction in natural gas consumption compared to 1990 baseline

METRICS / MILESTONES

Baseline

30% reduction by 2025
(Per Chancellor's Office Goal)

75% reduction by 2030
(Per Chancellor's Office Goal)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Establish a natural gas consumption 1990 baseline
- BOLD STEP: Conduct a natural gas appliance inventory and identify a timeline for end of life (Per Chancellor's Office Goal)
- Explore the opportunities of high efficiency central plant alternatives for **electric heat beyond electric boilers**

Mid-Long-term (within 5-10 years):
- Replace of natural gas appliances at end of life with electrical alternatives (Per Chancellor's Office Goal)
- Implement Energy Conservation Measures to Reduce heating energy need of buildings and central plant

Long-term (within 10 years):
- Require new buildings to be all electric

Resiliency: By transitioning away from fossil fuels the District is becoming more fossil fuel independent

Reduce Carbon Emissions caused by fleet vehicles.

MEASURE

Increase in percentage of company vehicles that are zero emission vehicles

METRICS / MILESTONES

Baseline

50% of new fleet vehicles are zero emission vehicles by 2025
(Per Chancellor's Office Goal, AASHE OP15)

100% of new fleet vehicles are zero emission vehicles by 2030
(Per Chancellor's Office Goal, AASHE OP15)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Conduct a fleet inventory and identify a timeline for end of life

Mid-Long-term (within 5-10 years):
- Develop on site infrastructure for electric charging of company vehicles
- Replace fleet of vehicles with low emissions and/or electric vehicles

Long-term (within 10 years):
- Require all new company vehicles purchased to be electric
- Expand on site infrastructure for electric charging of company vehicles
- Expand solar generation to support electric charging of company vehicles

Decarbonization and Climate Justice

SCOPE 2: GRID PURCHASED ELECTRICITY

OBJ. Reduce Carbon Emissions due to Purchased Electricity.

MEASURE

Percentage reduction in grid purchased electricity compared to 1990 baseline

METRICS / MILESTONES

Baseline

30% reduction by 2025
(Per Chancellor's Office Goal)

60% reduction by 2030 *(Per Chancellor's Office Goal)*

OBJ. Reduce Campus Operational Energy Intensity (EUI).

MEASURE

Percentage reduction of energy usage per conditioned area (SF) compared to 1990 baseline

METRICS / MILESTONES

Baseline

25% reduction by 2025
(Per Chancellor's Office Goal)

40% reduction by 2030
(Per Chancellor's Office Goal)

ACTIONS

Short-term (within 2 years):
- Establish a 1990 EUI Baseline (Per Chancellor's Office Goal, AASHE OP5)
- Explore electrical utility programs that could offer the opportunity to reduce the carbon emissions of purchased electricity
- Install Sub-Meters at each building to measure each energy end use that consumes more that 20% of the total separately
- Perform retro commissioning
- Require all new buildings designed to be Net Zero Ready (By 2025 per Chancellor's Office Goal, AASHE OP5)

Mid-term (within 5 years):
- Implement Energy Conservation Measures to Reduce Energy Use Intensity of each building
- Upgrade or replace building automation system for more efficient operations
- Require all new buildings designed to be Net Zero (By 2025 per Chancellor's Office Goal, AASHE OP5)

Long-term (within 10 years):
- Replace equipment at end of life with more energy efficient alternatives

Supply energy needs with solar PV.

MEASURE

Percentage of fuel mix from renewables

METRICS / MILESTONES

Baseline

75% by 2025
(Per Chancellor's Office Goal, AASHE OP6)

100% by 2030
(Per Chancellor's Office Goal, AASHE OP6)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Implement the solar energy masterplan
- Submeter Solar PV electricity generation

Mid-term (within 5 years):
- Integrate live solar generation into the IEMP Dashboard

Long-term (within 10 years):
- Expand solar scope to accommodate College growth

Resiliency: # of days backup energy supply in case of power outage. Explore micro-grids.

Decarbonization and Climate Justice

SCOPE 3: PURCHASED GOODS AND SERVICES, BUSINESS TRAVEL, EMPLOYEE COMMUTING (PLUS STUDENTS?)

OBJ. Reduce carbon emissions due to commuting.

MEASURE

Percentage reduction in commuting carbon emissions

METRICS / MILESTONES

TBD

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Establish a benchmark for scope 3 emissions from a commuter footprint survey
- BOLD STEP: Track impact of green transportation programs on commuter carbon footprint Promote accessible shared transport methods (Per Chancellor's Office Goal, AASHE OP16)
- Conduct pedestrian and bicycle access improvements (Per Chancellor's Office Goal, AASHE OP17)
- Provide preferential parking or other inventive for fuel efficient vehicles (AASHE OP17)

Mid-term (within 5 years):
- Provide Level 2 or 3 EV infrastructure for commuters (Per Chancellor's Office Goal, AASHE OP15)
- Create a Green Parking Permit System (Per Chancellor's Office Goal, AASHE OP15)
- Explore smart parking system to identify the number of personal vehicles arriving to the campus per day (Per Chancellor's Office Goal, AASHE OP16)
- Create a bicycle-sharing program (AASHE OP17)

Long-term (within 10 years):
- Provide incentives or programs to encourage employees to live close to campus (AASHE OP17)
- Implement smart parking system to identify the number of personal vehicles arriving to the campus per day (Per Chancellor's Office Goal, AASHE OP16)

Reduce carbon emissions due to business travel.

MEASURE

Percentage reduction in business travel carbon emissions

METRICS / MILESTONES

TBD

ACTIONS

Short-term (within 2 years):
- BOLD STEP: X

Mid-term (within 5 years):
- X

Long-term (within 10 years):
- X

Reduce Carbon Emissions due to purchased goods & services.

MEASURE

TBD

METRICS / MILESTONES

TBD

ACTIONS

Short-term (within 2 years):
- BOLD STEP: X

Mid-term (within 5 years):
- X

Long-term (within 10 years):
- X

Impact Area:
Health and Well-being

Health and Well-being

GOAL

Create a culture of health and well-being for Riverside Community College District.

(Framework Alignment)

District Health / Wellness Program - 30 minutes 3 times a week for extra lunch for physical health/walks/yoga

CELEBRATION Note: Grant for Outdoor classroom for health/wellness component.

 - outdoor classroom will also grow food and have compositing.

EMPLOYEE PROGRAMS

OBJ.

Provide comprehensive employee wellness programs and education encompassing physical, mental and spiritual health.

MEASURE

Number of Health and Well-being programs offered to employees

OR

Number of participates in Health and Well-being programsand Well-being programs

METRICS / MILESTONES

Establish baseline by 2024

Increase number of Health and Wellness programs offered to employees by 15% by 2027

Increase number of Health and Wellness programs offered to employees offered by 30% by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Create employee satisfaction survey based on a selected framework on health and well-being for employees. Framework suggestions include:
- Eight dimensions of wellness: emotional, financial, social, spiritual, occupational, physical, intellectual and environmental. (See example Wellness Wheel worksheet from J. Flowers Health Institute). OR
- Assess workplace health promotion program using CDC Workplace Health Model OR
- Individual choices
- Work environment
- Organizational culture, practices and policies
- A 3rd party disclosure label such as the JUST label.

Mid-Long-term (within 5-10 years):
- Deploy employee satisfaction survey and evaluate the results. (AASHE XX#)

Long-term (within 10 years):
- Create health and well-being action plan outlining implementation strategies within five and ten years.

Tanya Brown-Lowry, Kinesiologist, spearheads many of the opportunities and activities for faculty to get exercise.

STUDENT PROGRAMS

OBJ. Provide comprehensive student wellness programs and education encompassing physical, mental and spiritual health.

MEASURE

Number of Health and Well-being programs offered to students.

OR

Number of participates in Health and Well-being programs

METRICS / MILESTONES

Establish baseline by 2024

Increase number of Health and Wellness programs offered to students by 15% by 2027

Increase number of Health and Wellness programs offered to students offered by 30% by 2032

ACTIONS

Short-term (within 2 years):
- Create student health and well-being satisfaction survey based on existing health and well-being frameworks.Framework suggestions include:
- Eight dimensions of wellness: emotional, financial, social, spiritual, occupational, physical, intellectual and environmental. (See example Wellness Wheel worksheet from J. Flowers Health Institute). OR
- American College Health Association's The Healthy Campus Framework.

Mid-Long-term (within 5-10 years):
- Deploy employee satisfaction survey and evaluate the results. (AASHE XX#)

Long-term (within 10 years):
- Create health and well-being action plan outlining implementation strategies within five and ten years.

PHYSICAL SPACE

OBJ. Increase the amount of indoor and outdoor space available to the RCCD community dedicated to supporting wellness.

MEASURE

Measure amount of physical spaces in square footage that support Wellness

Measure the number of physical spaces that support Wellness

Measure Indoor and Outdoor

Quality tracking impact on productivity, absenteeism and overall human comfort

WELLNESS AND PHYSICAL SPACE IDEAS

- Campus community gardens
- Improved outdoor spaces for physical activity including walking trails.
- Improved outdoor spaces for education or breaks.
- Continuous monitoring of Indoor/ Outdoor Environmental Quality at each College to better understand air quality, acoustic comfort, traffic impact, weather, etc.
- Healthy Campus Framework

Health and Well-being

FOOD SECURITY

Create food security resilience for Riverside Community College District.

MEASURE

Procurement of Real Food in accordance of the metrics outlined in the Real Food Commitment

METRICS / MILESTONES

Baseline

Increase Real Food procurement by 20% by 2022
(Per Chancellor's Office Goal)

Increase Real Food procurement by 80% by 2032
(Per Chancellor's Office Goal)

CELEBRATION Note: Grant for Outdoor classroom for health/wellness component.

 - outdoor classroom will also grow food and have compositing.

ACTIONS

Short-term (within 2 years):
- Sign the Real Food Campus Commitment and follow required commitment tasks outlined for the first 12 months of the commitment by College. *(Per Chancellor's Office Goal)*
- Benchmark food purchases across the District compared to the Real Food Commitment guidelines.
- Total purchases by food category (see list of food categories)
- Percent real food purchases
- Real Food purchases breakdown by category

Mid-Long-term (within 5-10 years):
- Create a 5 year plan of action to implement metrics of the Real Food Campus Commitment.
- Update food policies to address the following:
  - Food procurement and supply chain
  - Operations and Facilities
  - RFP and contract processe
  - Transparency and accountability
  - Community involvement
  - Labor, immigration and human rights related to food procurement

Impact Area:
Water and Ecosytems

Water and Ecosystems

GOAL

Substantially increase water-use efficiency.

(Framework Alignment)

OBJ.

Decrease water-use (potable and non-potable water)

MEASURE

Indoor Water-use intensity (kgal/ weighted user) (potable water)

Weighted user accounts for changes in student and staff/faculty count throughout the year.

MEASURE

Outdoor Water-use intensity (kgal/ acre) (potable and non-potable water)

METRICS / MILESTONES

Set baselines per College by 2024 (requires metering)
> *Set the baseline at 1990 (or 2009) water consumption levels*

25% reduction by 2027
(Per Chancellor's Office Goal)

50% reduction by 2032
(Per Chancellor's Office Goal)

METRICS / MILESTONES

Set baselines per College by 2024 (requires metering)
> *Set the baseline at 1990 (or 2009) water consumption levels*

90% native plantings by 2027 + <50% landscape areas with turf grass by 2027
(Per Chancellor's Office Goal)

50% reduction by 2032

Celebration note: MVC recycled water

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Through sub-metering and other irrigation control systems, identify water usage for each building and landscape irrigation systems of 2,500 sf or greater.
- Develop standards (industry best practices) for plumbing fixtures, irrigation, and process water use (such as for ceramics lab etc.).
- Investigate funding opportunities such as M&O budget to replace existing water infrastructure including plumbing fixtures and irrigation controls.

Mid-term (within 5 years):
- Ensure new landscape planting materials are native species to the climate and geographical area of the College to align with the system goal that 90% should be native species.
- Convert turfgrass to native landscape areas or landscape meadows to align with system goal that turfgrass shall not exceed 50% of the landscaped areas on campus.
- Replace existing plumbing fixtures and irrigation controls per new District standards or latest CalGreen Mandtory Measures for Water.

Long-term (within 10 years):
- With all new construction and major renovation projects, install stormwater capture and reuse systems to effectively address stormwater discharged as well as reducing potable water use in the building.
- With all new construction and major renovation projects, meet Enhanced Tier 2 requirements in the latest CalGreen Voluntary Measures related to indoor water use.

Impact Area:
Water and Ecosytems

Improve stormwater quality.

(Framework Alignment)

Prevent stormwater pollution and raise awareness.

MEASURE

Meeting Minimum Control Measures (MCMs) guidelines from Chancellor's Office Goal system for improved water quality

CCC Model Stormwater Management Program identifies SIX Minimum Control Measures (MCMs) that align with EPA's guidelines. These are located on the facing page.

METRICS / MILESTONES

Set baseline for non-potable water to total water consumption ratio by 2022

Meet THREE of SIX MCMs by 2027

Meet all SIX MCMs by 2032

ACTIONS

Short-term (within 2 years):
- **BOLD STEP: Adopt the CCC Model Stormwater Management Program**
- Stormwater runoff and discharge shall be limited to predevelopment levels for temperature, rate, volume and duration of flow through the use of green infrastructure and low impact development for both the campus and new buildings and major modifications.
- Develop a "Best Management Practices" handbook for outdoor work activities with guidance on how to prevent pollutants from going into storm drains and into the water bodies.

Mid-term (within 5 years):
- Create a campus stormwater map, which includes LID (low-impact development) projects, storm drain outfalls, receiving water bodies, and overall storm drain network and organize educational events around District's stormwater management and stewardship.
- Design and construct an exemplary project that show cases stormwater storage and reuse as a pilot project in the District.

Long-term (within 10 years):
- With all new construction and major renovation projects, install stormwater capture and reuse systems to effectively address stormwater discharged as well as reducing potable water use in the building.
- With all new construction and major renovation projects, meet the latest CalGreen Voluntary Measures related to outdoor water use.

MINIMUM CONTROL MEASURES

MVC: Add educational signage on the water aspects already happening

MCM 01: Education and Outreach on Storm Water Issues

Promote greater awareness and compliances throughout the District's Campuses for the storm water management program. Specifically, this minimum measure is intended to teach the District community (students, faculty, staff and visitors) and the District's contractors and consultants the importance of protecting storm water quality for the benefit of both the environment and human health.

MCM 02: Campus Community Involvement and Participation

The goal of this MCM is to foster active support for the swmp and provide direction as to its implementation. Participation by the students, parents, faculty and staff will assist in developing a SWMP which reflects community goals and priorities and thus has the highest potential for success.

MCM 03: Illicit Discharge Detection and Elimination

The goal of this MCM is to reduce pollutants in storm water runoff to recieving waters. It required the development and implementation of a program to identify and eliminate sources of illicit discharge and illegal dumping.

MCM 04: Construction Site Storm Water Runoff Control

The goal of this MCM is to prevent sediment and construction waste at construction sites from entering the storm water conveyance system.

MCM 05: Post Construction Storm Water Management in New Development and Revelopment

The goal for this MCM is to reduce non-point source pollution from urban runoff through planning and design, prior to development or redevelopment. Post-construction runoff control focuses consideration on the site, design and ultimate project use which are most effective when addressed in the planning and design stages of project development. Effective long-term management and maintenance are critical, so the best design opportunities are those needing the least amount of maintenance. The goal of the program is to integrate basic and practical storm water management techniques into new development to protect water quality.

MCM 06: Pollution Prevention and Good Housekeeping for Facilities Maintenance and Operation

The goal of this MCM is to assure that District Facilities Maintenance and Operation activities occur in a manner protective of storm water quality. The District will develop and implement a maintenance and operations program that includes a training component and has the ultimate goal of preventing or reducing pollutant runoff from District operations. The District will use training materials that are available from the U.S. EPA, State or other organizations, include employee training to prevent and reduce storm water pollution from activities such as park and open space maintenance, fleet building maintenance, new construction and land disturbance and storm water system maintenance.

Impact Area:
Water and Ecosytems

GOAL

Enhance biodiversity through Land Management

(Framework Alignment)

OBJ.

Practice ecological landscape management.

OBJ.

Rewild undeveloped areas

MEASURE

Landscape managed organically or in accordance with Integrated Pest Management principles

MEASURE

Protected areas owned or managed by the District, identified as opportunities for increasing biodiversity

METRICS / MILESTONES

Set baseline inventory of all ground management practices across the District by 2024

50% of all managed grounds by 2027

100% of all managed grounds by 2032

METRICS / MILESTONES

Set baseline biodiversity of species at each College by 2024

Establishing at least ONE protected area for each campus by 2027

30% increase in biodiversity of species (trees, planting, insects, pollinators etc.) by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Develop an Integrated Pest Management Program
- BOLD STEP: Perform a biodiversity survey
- dentify ecologically sensitive areas and their biodiversity importance on land owned or managed by the District
- Align campus planning across the District with biodiversity goals

Mid-term (within 5 years):
- Develop a list of pesticides and herbicides used and identify opportunities to replace them with EPA Safe Choice products.
- Identify and leverage opportunities for using grounds keeping waste and kitchen waste for mulching and composting.
- Identify partnership opportunities with ecological preservation organizations such as Society for Ecological Restoration.
- Develop awareness and education program around the ecology at each College site.

Long-term (within 10 years):
- Design and construct an exemplary project that promotes urban agriculture and ecologically diverse landscape as a pilot project in the District.

Waste Minimization

Wastewater treatment plant -- addressing this?

Impact Area:
Waste Minimization and Procurement

GOAL

Achieve Zero Waste to Landfill.

(CO - 2030)

RECYCLABLES AND WASTE MINIMIZATION

OBJ.

Increase diversion rates for non-construction waste.

MEASURE

Diversion Rate (%) of Non-Construction Waste annually

METRICS / MILESTONES

Set baselines per College by 2024*

15% reduction by 2027
(Per Chancellor's Office Goal)

25% reduction by 2032
(Per Chancellor's Office Goal)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Conduct Waste Categorization Assessment (Per Chancellor's Office Goal)
- Conduct an AB 341 Compliance assessment; Centralize reporting for waste and resource recovery (Per Chancellor's Office Goal)
- Benchmark and Comply with Beverage Container Recycling and Litter Reduction Act (Per Chancellor's Office Goal)
- Benchmark and Comply with Title 14, CCR Division 7 (Per Chancellor's Office Goal)

Mid-term (within 5-10 years):
- Conduct a circularity analysis
- Place three-stream bins in each classroom, conference room, and lobby
- Place paper recycling bins in all campus offices and workspaces
- Increase exterior recycling bins

Long-term (within 10-20 years):
- Increase material circularity by 25%
- Establish a District recycling center for campus and community use

* Baseline data should be collected for 2019. The waste data is not accurate for 2020 and 2021 since the Colleges are not in full capacity due to the pandemic.

WASTE MANAGEMENT addresses the total volume of RCCD's waste stream, how the total volume can be minimized, and how waste can be diverted from landfills. "Waste" includes many things: organic materials such as food and landscape waste, recyclables such as plastic bottles, hazardous waste such as lab chemicals and electronic waste, durable goods such as furniture and equipment, and construction waste from campus development. In addition, procurement plays a role in promoting sustainable purchasing and waste reduction.

◀ *How do we define Zero Waste?*
Zero Waste is defined as 90% diversion rate. To make this acheivable, RCCD and it's Colleges must reduce the amount of waste it generates, not soley just diversion.

Reduce the total weight of non-construction waste.

MEASURE

Percent (%) reduction of tons of non-construction waste generated annually

METRICS / MILESTONES

Total material consumption benchmark per College by 2024

10% reduction by 2027
(Per Chancellor's Office Goal)

25% reduction by 2032
(Per Chancellor's Office Goal)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Conduct total material consumption benchmark (Per Chancellor's Office Goal)

Mid-term (within 5 years):
- Provide Water Bottles refilling stations in all new buildings + major renovations
- Place Digital event boards in major campus buildings
- Implement Waste Reduction Policies. Ideas from Campus:
  - Reusable containers and cutlery for catering on campus
  - Paperless Courses
  - Expanded paperless processes to all departments

Long-term (within 10 years):
- Provide each student with a reusable beverage container
- Provide Water Bottles refilling stations in all buildings
- Implement Waste Reduction Policies. Ideas from Campus:
  - Eliminate all plastic beverage bottles on campus
  - Reusable containers and cutlery for all dining on campus
  - Loan programs for text books and supplies

Waste Minimization

CONSTRUCTION WASTE

OBJ. **Increase construction waste diversion rate from landfill.** **OBJ.**

MEASURE

Diversion Rate (%) of Construction Waste annually

METRICS / MILESTONES

Set baselines per College by 2024

65% diverted from landfill by 2027

80% diverted from landfill by 2032

Compare to LEED vs. CA Office policy

ACTIONS

- Continue to meet the State or District requirement of 50% diverted.
- BOLD STEP: Set stricter requirements for contractors that align with the District's sustainability goals

Mostly by District --

HAZARDOUS WASTE AND ELECTRONIC WASTE

Currently doesn't exists - but items end up on campus (batteries).

OBJ. **Create programs and systems for hazardous and e-waste.** **OBJ.**

Current: Fee by vendor when purchases are made for technology to handle e-waste.

Two programs for hazard waste materials does exist.

BOLD STEP: Would it be better to handle this waste stream together across the district?

MEASURE

Number of programs offered

METRICS / MILESTONES

Audit and benchmark all existing hazardous waste programs by 2024

Create one annual E-Waste Collection program by 2027

Permanent District-wide chemical sharing and e-waste donation programs by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Benchmark programs that dispose of all hazardous, universal, and non-regulated chemical waste

Mid-term (within 5 years):
- Create one annual electronic waste donation event for campus and community

Long-term (within 10 years):
- Establish permanent electronic waste collection areas on campuses for campus and community use
- Establish a District-wide chemical sharing program to decrease chemical purchasing

ORGANIC WASTE

MVC - already has the program established 100% diversion of green waste.

Increase diversion of landscape wastes from landfill.

MEASURE

Percentage (%) of organic waste diverted from landfill annually

METRICS / MILESTONES

Set baseline for organic landscape waste to diverted by College by 2024

Increase diversion by 15% by 2027

Increase diversion by 25% by 2032

Dining Waste: BOLD STEP:
 - Check with vendor for food containers

Additional Dining Actions:
 - Three bins (including compost) + education+ operation

ACTIONS

Add this to Key Terms

Short-term (within 2 years):
- BOLD STEP: Establish an organic waste diversion program
- Establish consistent signage to educate campus users on post-consumer composting
- Continue to support on-campus dining in <mark>pre-consumer</mark> composting

Create/Start at MVC

Mid-term (within 5 years):
- Consider compostable requirements for food containers
- 50% of campus dining locations have composting bins
- Require that landscape waste be composted and used on-campus as fertilizer, mulch, wood chips, etc.
- 50% of landscape waste diverted

Long-term (within 10 years):
- 100% of campus dining locations have composting bins
- Explore opportunities to sell or donate compost
- 100% of landscape waste diverted

DURABLE GOODS

Increase opportunities to share and donate durable goods.

Review surplus contracts (TLC vendors; get transparency reporting from vendor).

MEASURE

Opportunities / programs for sharing and donation programs

METRICS / MILESTONES

Donation Bins and Surplus Property Tracking program by 2024

Add: E-Waste Event and Surplus Property Warehouse by 2027

Add: Residence Hall programs and Permanent E-Waste collection area by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Establish a comprehensive durable goods sharing/donation program
- Place permanent donation bins on each campus
- Invest in a system and polices to track data associated with surplus property

Maker space would like some of the electronics to teach repair.

Mid-term (within 5 years):
- Establish a District-wide surplus property program and warehouse space

Long-term (within 10 years):
- As campuses build on-campus residence halls, provide mid-semester and move-out donation programs

Cross-reference public surplus code -- this code requires a surplus process preventing action around this today. Surplus items are 20-30 years old -- not worth sharing across the district. Surplus companies

Waste Minimization

Celebration Note: Office Depot reward (notes sustainable purchases)

PURCHASING AND PROCUREMENT

OBJ. | Increase sustainable purchasing.

MEASURE

Dollars spent on sustainable purchases annually

METRICS / MILESTONES

Set baselines per College by 2024

25% increase in Sustainable Purchases by 2027
(Per Chancellor's Office Goal)

50% Increase in Sustainable Purchases by 2032
(Per Chancellor's Office Goal)

ACTIONS

- Work with procurement to inventory the Districts and each Colleges sustainable purchases
- Purchase environmentally and socially preferable electronic products (Per Chancellor's Office Goal)
- Benchmark products with Label under a standard or EPEAT registered (Per Chancellor's Office Goal)
- Purchase recycled-content and third party certified office paper (Per Chancellor's Office Goal)
- Benchmark sustainability characteristics of existing products and services (Per Chancellor's Office Goal)
- Adopt a sustainable procurement policy and administrative procedure (Per Chancellor's Office Goal)

Office Depot as a vendor - -they have a good list of options for environmental items.

*Waxie - vendor for cleaning supplies, soap, paper, etc.

* Good Districtwide approach

Impact Area:
Resiliency

GOAL

Create a more resilient institution in the context of climate change.

(Framework Alignment)

Resiliency is the ability to withstand adversity and bounce back from a variety of climatic and manmade events. Resilience accounts for the tools needed for individuals and organizations to not only bounce back from such events, but thrive.

{Insert} "Quote from District Committee on Resiliency"

Resiliency is a unique impact area as stand alone goals around resilience shall be written, but other impact goals shall account for resilience as well. For example, in the Health and Well-being Impact area there are goals to foster a health campus culture, but infusing resiliency into this impact area creates goals impacting health before, during and after a disrupting event such as ensuring access to potable drinking water or a cooling center for refuge during extreme heat events.

DIMENSIONS OF RESILIENCY

Social Equity & Governance

This dimension references the systems of governance at each college and across the district's ability to adapt and respond to climate change. This dimension includes the leadership, transparency of the systems, and communication across the social fabric of the greater district community.

Health & Wellness

This dimension references the ability of different groups across the district and community to fulfill their basic health and wellness needs. These needs include multiple indicators of health: emotional, financial, social, spiritual, occupational, physical, intellectual, and environmental. These indicators should be measured on an ongoing basis and in the case of emergencies or climate-related impacts.

Ecosystem Services

This dimension references the environmental systems present across the district and in the greater Riverside County community. These systems may include natural or geographic features of the region, tree canopy, air quality, biodiversity, and native species. In addition to these systems, this dimension addresses the services to protect ecosystems such as conservation easements, stormwater management, or air quality management.

Infrastructure

This dimension references physical structures across the district. These physical structures include transportation systems, buildings, utilities, and other key features on campus. The ongoing operations of these structures on a daily basis and in the case of emergencies are important to maintain continuity of business operations.

Economics

This dimension references the financial ability of the district to proactively adapt to changing climate and positively mitigate the impacts of climate change in the district and the greater community. Indica-tors of economic resilience include the existence of a climate adaptation fund or levels of financial con-sideration to plan for emergencies from climate events and/or accounting for the cost of inaction.

Resiliency

DISTRICT-COMMUNITY RESILIENCE ASSESSMENT

The intent of a District-Community Resilience Assessment is to create a greater understanding of the impacts of changing climate has on the district and the greater community. In this assessment the five dimensions of resiliency would be assessed to understand the baseline strength of the district and their community and identify any gaps in assets or vulnerabilities across the district and community. These gaps and vulnerabilities are consider drivers that would prevent the continuity of operations during an emergency or climatic-event.

Online Tool for Assessment: https://tools.gocros.org/campus

VULNERABILITY ASSESSMENT

Forthcoming

Each College establishes their Resilience Center and offers initiatives of support and engagement around the five dimensions of resiliency.

MEASURE

Number of Resilience Centers, one per College

Number of Initiatives offered at each center

METRICS / MILESTONES

TBD

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Conduct a District - Community Resilience Assessment to identify climate hazards such as drought, extreme heat, air quality, wildfire, etc.

Mid-term (within 5 years):
- Establish a Resilience Center at each College. Establish baseline on initiatives and engagement offered around the five dimensions of resiliency. Establish ROI of the center.

Long-term (within 10 years):
- Report the data around the ROI of the center.
- Re-conduct Community Resilience Assessment to define the success of the center and redefine any new initiatives that need to be established.

Each College establishes continuity of operations plan based on each climate hazard identified in the community resilience assessment.

MEASURE

Each College has a facility and infrastructure continuity of operations plan.

METRICS / MILESTONES

TBD

ACTIONS

Short-term (within 2 years):
- BOLD step: Perform a vulnerability assessment at each College to identify solutions and develop an implementation plan into capital planning and new construction guidelines. {Provide link to toolkits around assessments}

Mid-term (within 5 years):
- Implement Facility and Infrastructure Continuity of Operations Plan.
- Infrastructure to include: transportation, technology, power, water/sewer, waste and security systems.

Long-term (within 10 years):
- Review the success of the Facility and Instructure Continuity of Operations Plan and re-assess vulnerabilities to climate hazards.

Academics

Impact Area:
Academics

GOAL

Increase sustainability literacy on campus and community.

(Framework Alignment)

COURSES

OBJ.

Increase availability of academic courses on or related to sustainability.

MEASURE

Increase the percentage of courses offered that include sustainability content.

METRICS / MILESTONES

Set baselines per College by 2024

Increase number of Academic Courses offered by 15% by 2027
(Per Chancellor's Office Goal)

Increase number of Academic Courses offered by 30% by 2032
(Per Chancellor's Office Goal)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Conduct an inventory to identify sustainability course offerings. (Chancellor's Office Goal; AASHE AC1)

Mid-term (within 5 years):
- Have an ongoing program that offers incentives (microgrants, time releases, etc.) for faculty to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. (Chancellor's Office Goal, AASHE AC7)

Long-term (within 10 years):
- Maintain an accurate sustainability related course inventory
- Academic Leadership and Academic Senate involvement at next Education Master Plan process for each College

As a higher education institution, **ACADEMICS**, Riverside Community College District has an obligation to support students' learning to align with solving the world's problems. Sustainability-related courses and degree programs are critical to educating students to become aware global citizens. RCCD provides students with the knowledge necessary to positively impact the global challenges facing the Inland Empire, the state of California, the nation, and beyond.

LEARNING OUTCOMES

Increase the percentage of students who take a course with a sustainability learning outcome.

MEASURE

Percentage (%) of students who take a course with a sustainability outcome during their time at RCCD.

METRICS / MILESTONES

Set baselines per College by 2024

Increase percentage of students who take a course with a sustainability learning outcome to 10% by 2027

Increase percentage of students who take a course with a sustainability learning outcome to 20% by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Conduct an inventory to identify sustainability learning outcomes and how many students are enrolled within these courses
- Educate faculty about what sustainability learning outcomes are, how existing learning outcomes can be edited, and how new learning outcomes should be developed

Mid-term (within 5 years):
- Identify courses in catalogs and other communication materials to illuminate sustainability subject matter (Chancellor's Office Goal)
- Have an ongoing program that offers incentives (microgrants, time releases, etc.) for faculty to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. (Chancellor's Office Goal, AASHE AC7)

Long-term (within 10 years):
- Require students to graduate from degree programs that require an understanding of the concept of sustainability (AASHE AC2)
- Institute one (or more) required institution level sustainability learning outcomes (AASHE AC2)
- Academic Leadership and Academic Senate involvement at next Education Master Plan process for each College

Academics

SUSTAINABILITY LITERACY

OBJ. **Increase Sustainability Literacy for Campus Users**

MEASURE

Sustainability LIteracy Assessment Score

METRICS / MILESTONES

Set baselines per College by 2024

Improve by XX% by 2027
(Per Chancellor's Office Goal)

Improve by XX% by 2032
(Per Chancellor's Office Goal)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Conduct a Sustainability Literacy Assessment per AASHE Stars guidelines (System – 2022; AASHE AC-6)(Chancellor's Office Goal – 2022; AASHE AC-6)

Mid-Long-term (within 5-10 years):
- Maintain annual Sustainability Literacy Assessment
- Publish results in communication materials

CAMPUS AS A LIVING LAB

OBJ. **Implement Opportunities to use the Campuses as Living Labs.**

MEASURE

Number of space and places that tie to curriculum

METRICS / MILESTONES

Set baselines per College by 2024

Formalize at least one space and place at each College by 2027

Formalize at least one immersive, sustainability-focused educational study program by 2032
(Per Chancellor's Office Goal; AASHE AC5)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Create College task forces to brainstorm, plan, and implement short-term solutions for using the campus as a teaching tool.

Mid-term (within 5 years):
- Utilize the institution's infrastructure and operations as a living laboratory for applied student learning for sustainability. (AASHE AC8) - Ideas from the Colleges:
  - Gardens and Native Landscaping
  - Natural features on and around campus

Long-term (within 10 years):
- Create Immersive Experience programs both on campus and through internships

DEGREE PROGRAMS

OBJ

Offer degree programs focused on sustainability. (AA, AS)

MEASURE

Number of degree programs

METRICS / MILESTONES

Set baselines per College by 2024

Offer at least one AA or AS degree program at each College by 2027
(Per Chancellor's Office Goal; AASHE AC3)

Establish parternships with University Partners by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Form a working group for curriculum development across disciplines and course articulation with University partner institutions (Chancellor's Office Goal)
- Collaborate for interdisciplinary and transfer pathways (Chancellor's Office Goal)

Mid-term (within 5 years):
- Have an ongoing program that offers incentives (microgrants, time releases, etc.) for faculty to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. (Chancellor's Office Goal, AASHE AC7)

Long-term (within 10 years):
- Academic Leadership and Academic Senate involvement at next Education Master Plan process for each College

ADD: RCC SUCCESS STORY

SUSTAINABILITY IN SCIENCE AND TECHNOLOGY

Impact Area:
Engagement

GOAL

Expand the RCCD community's knowledge of sustainability to be inclusive of social, economic, and environmental factors while promoting resource conservation and socially just behaviors.

(Framework Alignment)

OBJ. Increase the number of opportunities for campus stakeholders to be exposed to sustainability

MEASURE

Number of Students Exposed to Sustainability Programs

METRICS / MILESTONES

Establish baseline by 2024

25% of students by 2027

50% of students by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Set up campus sustainability websites (AASHE EN4)
- Establish an annual sustainability outreach programs - ie. Campus sustainability day, etc. (AASHE EN3, EN5)

Mid-term (within 5 years):
- Establish campus/District sustainability newsletters and social media outreach plan (AASHE EN4)
- Establish inter-District competition (Chancellor's Office Goal)
- Establish active student groups and/or student educator/champions programs focused on sustainability (AASHE EN1)
- Student orientation activities that feature sustainability (Chancellor's Office Goal, AASHE EN2)
- Employee orientation activities that feature sustainability (Chancellor's Office Goal, AASHE EN8)

Long-term (within 10 years):
- Sustainable investment funds and initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills (Green Fund)

Engagement

OBJ. Increase Sustainability Literacy for Campus Users

MEASURE

An Sustainability Literacy Assessment is administered to representative samples in both the pre-test and post-test.

METRICS / MILESTONES

Establish baseline by 2024

Improve by 2027
(Per Chancellor's Office Goal)

Improve again by 2032
(Per Chancellor's Office Goal)

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Conduct a Sustainability Literacy Assessment per AASHE Stars guidelines (Chancellor's Office Goal; AASHE AC6, EN6)

Mid-term (within 5 years):
- Publish results in communication materials.
- Establish programs through which students learn sustainable life skills.

Long-term (within 10 years):
- Sustainability-focused student employment opportunities and internships.
- Sustainability trainings and professional development opportunities available to staff - ie. Flex Day Activities (Chancellor's Office Goal; AASHE EN7, EN9)
- Maintain annual Sustainability Literacy Assessment.

Engagement

Establish opportunities for RCCD to collaborate in the community

MEASURE

TBD

METRICS / MILESTONES

Establish baseline by 2024

X by 2027

X by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Establish a formal campus/District/community partnership to advance sustainability (Chancellor's Office Goal; AASHE EN10) (ie. Sierra Club at MVC)

Mid-Long-term (within 5-10 years):
- Collaborate with other Colleges and universities to support and help build the campus sustainability community (AASHE EN11)

Long-term (within 10 years):
- Track student community service hours (AASHE EN13)
- Create a formal program to support employee volunteering (AASHE EN13)
- Establish an Inland Empire Higher Education collective environmental advocacy group (AASHE EN14)

PLACEHOLDER FOR A SUCCESS STORY

PLACEHOLDER PAGE - LIST OF SUSTAINABILITY EVENTS

NED ACCESS TO STARS

Impact Area:

Trust and Transparency

Trust and Transparency

GOAL

Align staffing and funding t~~o align~~ with the resources required to implement the S-CAP.
(Framework Alignment)

OBJ.

Create staff positions within the District and Colleges to oversee, coordinate, and report sustainability progress.

MEASURE

Number of staff positions that include sustainability-related objectives as part of their job responsibilities

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Create a student internship program that hires student workers to research and establish missing benchmarks throughout the S-CAP.

Mid-Long-term (within 5-10 years):
- Create a position with the District's Facilities Planning & Development department

Long-term (within 10 years):
- Create positions within each College's Facilities, Maintenance & Operations department

METRICS / MILESTONES

Establish Student Internships by 2024

1.0 FTE Sustainability Coordinator/ Energy Manager by 2027

4.0 FTE Sustainability Coordinators /Energy Manager by 2032

Maker Space/ Outdoor Classroom would be able to help support this idea.

Agree this is needed. Works other places too.

Coordinated policies, processes, and procedures amplify the individual efforts of the campus community to achieve sustainable outcomes. In addition, shared governance, staffing, and resources will help achieve the goals and objectives articulated across the plan.

Integrate sustainability champions into the District and College Shared Governance and Integrated Planning processes

MEASURE

Number of Sustainability champions involvement in shared governance committees and integrated planning process

METRICS / MILESTONES

Establish College Tasks Forces by 2024

Sustainability champions on all shared governance committees by 2027

Include sustainability champions in Integrated Planning updates by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Create sustainability task forces at each College to guide the direction of sustainability planning.

Mid-term (within 5 years):
- Include a sustainability champion from the sustainability task force on all shared governance committees at each College

Long-term (within 10 years):
- Ensure sustainability champions are directly involved in updates to the District and College level integrated planning, including strategic plans, education master plans, fiscal plans, facilities master plans, equity and diversity planning, etc.

Trust and Transparency

No current energy saving grants besides windows/roofing to keep buildings cooler.

Car sharing?

OBJ. Increase grant opportunities to implement sustainability initiatives.

MEASURE

Number of grants rewarded to RCCD and its Colleges

METRICS / MILESTONES

Per College, establish a course of action to research and apply for grants by 2024

One energy-related grant per College by 2027

Five sustainability-related grants per College by 2032

ACTIONS

Short-term (within 2 years):
- BOLD STEP: Establish partnerships between Sustainability tasks forces and the Office of grants at each College to research potential grants
- **Establish District-level involvement in applications for grants to ensure subject matter experts are included in the grant application process.**

Mid-Long-term (within 5-10 years):
- Secure at least one grant with utility companies to fund energy projects.

Long-term (within 10 years):
- Secure at least five grants with local organizations and companies to fund initiatives across the S-CAP.

STEM Grant -
 -- Maker space
-- Mobile maker space
2nd Grant
-- outdoor classroom space -- AR learning + learning to grow food in low water areas and take it around to community partnerships

Industrial IoT/ Cyber Security - air chemistry/ soil sensors

Marshall, Shara to Everyone

I think this is a great opportunity for student based projects as well, especially regarding the diversion of waste from landfill to recyclables. Maybe we can work these types of projects into an Environmental Science program.

CELEBRATION NOTE: Solar story

Impact Area:
Equity and Social Justice

FORTHCOMING

Impact Area:
Community Partnerships

FORTHCOMING

03: INTEGRATED ENERGY MASTER PLAN

FORTHCOMING

04: TOTAL COST OF OWNERSHIP

FORTHCOMING

05: APPENDIX

FORTHCOMING