Meeting Minutes

DLR Group
Architecture Engineering Planning Interiors

1650 Spruce Street, Suite 300
Riverside, CA 92507

Meeting Date	01.14.2022
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	Mehran Mohtasham, Linsey Graff, Lindsey Perez, Hussain Agah, Elisabeth E. Bart Doering, Fabian Biancardi, Garth Schultz, Steve Marshall, Laurie Crouse, Majd Askar, Max Murphey, Myra Nava, Pete Lomas, Prem Sundharam, Ron Kirkpatrick, Tonya Huff,
Purpose	District Sustainability Committee Meeting – January 14, 2022

Establishing our Mission, Vision, and Charge:

1. Mission
    a. Feedback
        i. Advocacy, leadership, direction, etc. but we need to define "for what"
            1. For the Plan?
            2. For the Planet?
            3. For the Goals
            4. How would an outsider know?
            5. Provides sustainability advocacy, leadership, direction, etc?
            6. by providing advocacy, leadership, and direction for implementation of the plan? - suggestion that a few people liked
        ii. New comments submitted this morning -- DLR Group to review them
    b. Intended Audience
        i. Everyone internally (Districtwide) and external stakeholder (Community)
    c. Proposed Change:
        i. The Riverside Community College District Sustainability Committee creates and advances the Sustainability and Climate Action Plan by providing advocacy, leadership, direction as the plan is implemented.
        ii. The Riverside Community College District Sustainability Committee advocates for the implementation of the Sustainability and Climate Action plan by providing leadership and expertise
        iii. Suggestion
            1. Narrowing focus to 3 or less.
2. Vision
    a. Define Triple Bottom Line
        i. Environmental Stewardship, Economic Social Sustainability
            1. Equitable?
    b. Ethos to Culture
    c. Change to Action
    d. Combine the two statements
    e. Change language to we will vs. we aspire
3. Charge
    a. Combined valid actions
    b. Sequential actions

Update on IEMP and TCO Data Loop

1. DLR Group discussed the data gaps we are working on to have the ability to be able to conduct an analysis so the recommendations will be at a building level not just at a campus level.
2. RCCD provided the steps each college is doing to help close this gap by the end of January 2022.
3. DLR Group discussed the purpose of the Total Cost of Ownership model so as an institute there will be a model to help make meaningful decisions around new buildings coming online or deploying a new program.
    a. Infrastructure assets - underground, equipment, technology, fleet, and human resources
    b. Collect all historical data and then establish a benchmark
        i. For example, if you're bringing a new building online you will be able to understand the operations costs including human resources needed.

SCAP Review: Shifted to review Water/Eco-systems and Academics in our breakout groups. Waste would need to be revisit.

1. Water/Eco-systems
    a. Comments
        i. Water use reduction in existing buildings may be a challenge due to exist water infrastructure not designed for low water use plumbing fixtures.
        ii. Facilities has encountered challenges in the past when they have replaced high efficient plumbing fixtures in older buildings.
        iii. Recommendations should consider the total cost of ownership - for ex. replacing an existing urinal with water less urinal may save water costs but increases maintenance costs.
        iv. We have more opportunities to exceed beyond building code requirements in terms of water use efficiency.
        v. Measures for less water use to be tracked as two separate indicators
            1. kgal/person - for building level water use (domestic potable water)
                a. Person count could be the total of FTEs and students
                    i. this fluctuates periodically
            2. kgal/acre - for site level water use (irrigation - potable and reclaimed water)
                a. Typically only fluctuates due to the weather and not occupancy dependent.
        vi. Milestones and Actions under Water-use efficiency needs to be discussed.
        vii. More discussion needed on water re-use and water discharge.
        viii. DLR Group to bring best practices around w
    b. Action item
        i. DLR Group to connect with facilities team prior to the next meeting and capture lessons learned with existing building plumbing fixture upgrades.
2. Academics
    a. Comments
        i. Increase sustainable literacy districtwide and Riverside County community.
        ii. Percentage of courses
        iii. Percentage of Sustainability Learning Outcome (SLOs)
            1. Annually or ever? Ever needs to be what might work best during a student's time at the college
            2. Increasing the availability of courses vs. the number of students who take the courses -- wording needs adjustment
    b. Courses
        i. No ADT from the state -- work with the University to do their best.
        ii. RCC has AA and AS degrees -- Sustainability in Science and Technology
            1. RCC to share process to achieve this with other colleges
        iii. MVC has a critical mass of faculty would like to take this on

Next Steps

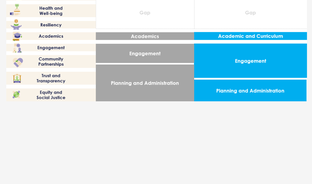
1. Mission, Vision, and Charge
    a. DLR Group will take another stab at the next version
    b. Review in February

2. SCAP Goals, etc. - upcoming topics
    a. Re-review
        1. Waste
        2. Water/Eco-systems
        3. Waste
    b. Health
    c. Resiliency
    d. Decarbonization

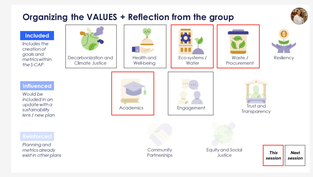
Today's Agenda

- Welcome and Homework Results (10 mins) - Hussain/ Linsey
- Quick Data Update (5 mins) - Shona O'Dea/Prem Sundharam
- Impact Area #1 - all together: Waste (20 mins) - Linsey
- Breakout Groups (20 mins)
  - Water/Eco-Systems with Operations Group - Prem, Shona
  - Academics with Academics Group - Linsey, Lindsey
- Next Steps and Next Impact Areas for Review (5 mins) - Lindsey Perez
- **Decarbonization (Shona) OR Resiliency (Lindsey)**
- Health and Well-being - Lindsey
- Engagement - Linsey

A few reminders...



What is next...



RIVERSIDE COMMUNITY COLLEGE DISTRICT
RCCD
DISTRICT SUSTAINABILITY COMMITTEE

JANUARY 14, 2022

Establishing our Mission, Vision, and Charge

Updated Version!

Mission: (what we do)

The Riverside Community College District Sustainability Committee **creates and advances the Sustainability and Climate Action Plan** activities district-wide. The committee also **provides advocacy, leadership, direction as the plan is developed, updated, and implemented.**

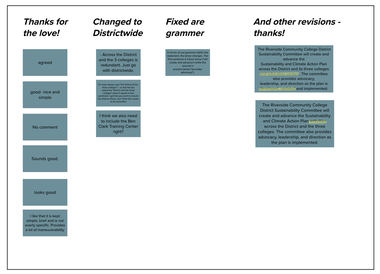
Vision: (why we do it)

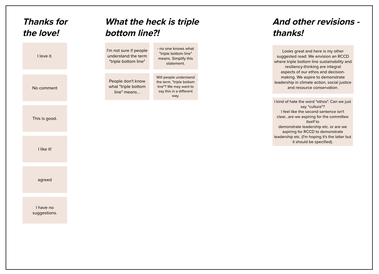
We envision an RCCD where t **bottom line sustainability and resiliency-thinking** are integral aspects of our e and decision-making. We aspire to **demonstrate leadership in climate ch ge, social justice and resource conservation.**

Our Charge: (how we get it done)

Click and drag the hearts to vote!

- Integrated Planning: support institutional planning activities by articulating sustainable actions, practices, and principles in all aspects of the institution.
- Monitoring: track sustainability performance
- Advocacy: Provide information, resources, and strategic guidance to senior administrators, faculty, staff, and students.
- Advocacy: resource and knowledge base for campus sustainability by engaging in outreach and advocacy
- Communication: Provide an annual report that summarizes progress and future priorities.
- Communication: Communicate our current actions, initiatives, and accomplishments.
- Implementation: Prioritize and facilitate the implementation of recommendations that are identified within the Sustainability and Climate Action Plan.
- Implementation: Assist with identifying suitable projects for sustainable initiatives
- Goal Setting: Build visionary and achievable goals, objectives, and actions.
- Implementation: Helping people to understand the opportunities, process, limits and costs of sustainability.
- Implementation: Build Consensus around the prioritization and implementation of sustainability initiatives
- Implementation: Recognize the differences of each College in its sustainability journey
- Policy Development: Develop and/or recommend appropriate policies that promote sustainability and resiliency.





S-CAP Review Session #1

Waste and Procurement

Linsey

Net zero is defined as 90% diverted from landfill

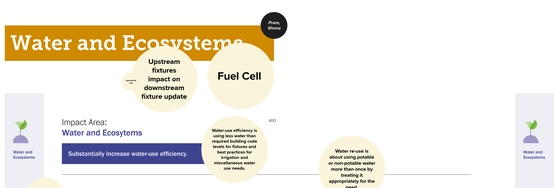
There are several 'streams' of waste

All streams are handled a little different.

Waste / Recyclables | Construction Waste | Organic Waste | Durable Goods | Electronic Waste | Hazardous Waste

Comments

Water and Ecosystems



Academics

LET'S REVIEW!

RCCD SUSTAINABILITY AND CLIMATE ACTION PLAN

Waste Minimization

Water and Ecosystems

Academics

REVIEW #1

TOPICS - WASTE, WATER, ACADEMICS

DATE: JANUARY 14, 2022

Waste Minimization

Impact Area:
Waste Minimization and Procurement

Achieve Zero Waste to Landfill by 2025.

Per CO/ System Goal

RECYCABLES AND WASTE MINIMIZATION

Increase diversion rates for non-construction waste.

MEASURE

Diversion Rate (%) of Non-Construction Waste annually

METRICS / MILESTONES

Set baselines per College by 2022

15% reduction by 2025 *(Per CO/ System Goal)*

25% reduction by 2030 *(Per CO/ System Goal)*

ACTIONS

Short-term (within 2 years):

- BOLD STEP: Conduct Waste Categorization Assessment (2023)
- Conduct a circularity analysis
- Benchmark and Comply with Beverage Container Recycling and Litter Reduction Act
- Benchmark and Comply with Title 14, CCR Division 7

Mid-term (within 5 years):

- 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 years):

- Establish a district recycling center for campus and community use

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.

ADD

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 2022

10% reduction by 2025 ***(Per CO/ System Goal)***

25% reduction by 2030 ***(Per CO/ System Goal)***

ACTIONS

Short-term (within 2 years):

- BOLD STEP: Conduct AB341 Compliance Assessment
- BOLD STEP: Conduct a Universal Waste Audit on each campus
- Streamline and centralize reporting for waste and resource recovery

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

Increase construction waste diversion rate from landfill.

MEASURE

Diversion Rate (%) of Construction Waste annually

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

METRICS / MILESTONES

Set baselines per College by 2022

65% diverted from landfill by 2025

80% diverted from landfill by 2030

ADD HAZARDOUS WASTE?

TBD

MEASURE

XXX

ACTIONS

Short-term (within 2 years):

- BOLD STEP: X

Mid-term (within 5 years):

- X
- X
- X

Long-term (within 10 years):

- X
- X
- X

METRICS / MILESTONES

by 2022

by 2025

by 2030

- *Share the Arts instructor (ceramics) story*
- *Chemicals, etc.*
- *EH&S Distrct? Campus? By Program?*
- *What are the hazardous waste items they use today.*

ORGANIC 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 2022

Increase diversion by 15% by 2025

Increase diversion by 25% by 2030

ACTIONS

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 pre-consumer composting

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 / E-WASTE

Increase opportunities to share and donate durable goods or electronics.

MEASURE

Opportunities / programs for sharing and donation programs.

METRICS / MILESTONES

Donation Bins and Surplus Property Tracking program by 2022

Add: E-Waste Event and Surplus Property Warehouse by 2025

Add: Residence Hall programs and Permanent E-Waste collection area by 2030

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

Mid-term (within 5 years):

- Create one annual electronic waste donation event for campus and community
- 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
- Establish permanent electronic waste collection areas on campuses for campus and community use

Impact Area:
Water and Ecosytems

Substantially increase water-use efficiency.

Decrease water consumption. (potable and non-potable)

MEASURE

Water-use intensity (kgal/person or kgal/sf + kgal/XXX)

METRICS / MILESTONES

Set baselines per College by 2022 (requires metering)

25% reduction by 2025 ***(Per CO/ System Goal)***

50% reduction by 2030 ***(Per CO/ System Goal)***

ACTIONS

Short-term (within 2 years):

- BOLD STEP: Through sub-metering, 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 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.

Long-term (within 10 years):

- Periodically shut-off irrigation water supply to well established native planting material while capturing rainwater through low-impact design principles.

ADD

Increase water re-use

MEASURE

Non-potable water to total water consumption ratio

METRICS / MILESTONES

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

TBD by 2025

TBD by 2030

ACTIONS

Short-term (within 2 years):

- BOLD STEP: Develop a water balance (water available on site vs water use and water discharge) for each College.
- Investigate funding opportunities such as grants for new water reuse infrastructure such as rainwater harvesting, stormwater storage, etc.
- Identify local and state regulations for water reuse.

Mid-term (within 5 years):

- Design and construct an exemplary project that show cases water reuse technologies as a pilot project in the district.

Long-term (within 10 years):

- Require all new major renovation and new construction projects to achieve a non-potable water to total water consumption ratio of 0.4 by leveraging latest water reuse technologies.

Water and Ecosystems

Improve water discharge quality.

Address stormwater and building wastewater equally

MEASURE

TBD

METRICS / MILESTONES

TBD
TBD
TBD

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.
- Identify local and state regulations for waste water treatment on-site.controls

Mid-term (within 5 years):

- Design and construct an exemplary project that show cases natural waste water treatment solutions as a pilot project in the district.

Long-term (within 10 years):

- TBD

Academics

Impact Area:
Academics

Produce sustainability literate graduates.

COURSES

Increase availability of academic courses on or related to sustainability.

MEASURE

Can either be # of courses, or percentage of courses offered that include sustainability content.

METRICS / MILESTONES

Set baselines per College by 2022

Increase number of Academic Courses offered by 15% by 2025 ***(Per CO/System Goal)***

Increase number of Academic Courses offered by 30% by 2030 ***(Per CO/System Goal)***

ACTIONS

Short-term (within 2 years):

- BOLD STEP: Conduct an inventory to identify sustainability course offerings. *(CO/System – 2022; Stars AC-1)*

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. *(CO/System – 2025, Stars AC-7)*

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

ADD

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 *(at some point in their enrollment at RCCD?)*

METRICS / MILESTONES

Set baselines per College by 2022

Increase percentage of students who take a course with a sustainability learning outcome to 10% by 2025

Increase percentage of students who take a course with a sustainability learning outcome to 20% by 2030

ACTIONS

Short-term (within 2 years):

- BOLD STEP: Conduct an inventory to identify sustainability learning outcomes.
- 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):

- 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. *(CO/System – 2025, Stars AC-7)*
- Identify courses in catalogs and other communication materials to illuminate sustainability subject matter *(CO/System – 2025)*

Long-term (within 10 years):

- Require students to graduate from degree programs that require an understanding of the concept of sustainability *(Stars AC-2)*
- Institute one (or more) required institution level sustainability learning outcomes *(Stars AC-2)*
- Academic Leadership and Academic Senate involvement at next Education Master Plan process for each College

Academics

SUSTAINABILITY LITERACY

Increase Sustainability Literacy for Campus Users

MEASURE

TBD - Look at STARS

METRICS / MILESTONES

Set baselines per College by 2022

Improve by 2025 ***(Per CO/System Goal)***

Improve again by 2030 ***(Per CO/System Goal)***

ACTIONS

Short-term (within 2 years):

- BOLD STEP: Conduct a Sustainability Literacy Assessment per AASHE Stars guidelines (System – 2022; Stars AC-6) *(CO/System – 2022; Stars AC-6)*

Mid-Long-term (within 5-10 years):

- Maintain annual Sustainability Literacy Assessment
- Publish results in communication materials

CAMPUS AS A LIVING LAB

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 2022

Formalize at least one space and place at each College by 2025

Formalize at least one immersive, sustainability-focused educational study program by 2030 ***(Per CO/System Goal; Stars AC-5)***

ACTIONS

Short-term (within 2 years):

- BOLD STEP: X

Mid-term (within 5 years):

- Utilize the institution's infrastructure and operations as a living laboratory for applied student learning for sustainability. *(Stars AC-8)* - Ideas from the Colleges:
- Gardens and Native Landscaping
- Natural features on and around campus
- Greenhouse

Long-term (within 10 years):

- *Action for Immersive Experience??*

DEGREE PROGRAMS

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

MEASURE

Number of degree programs

METRICS / MILESTONES

Set baselines per College by 2022

Offer at least one AA or AS degree program at each College by 2025
(Per CO/System Goal; Stars AC-3)

WHAT WOULD BE THE LONG TERM FOR THIS? MAYBE TRANSFER PROGRAMS? **by 2030**

ACTIONS

Short-term (within 2 years):

- BOLD STEP: Form a working group for curriculum development across disciplines and course articulation with University partner institutions *(CO/System – 2022)*
- Collaborate for interdisciplinary and transfer pathways *(CO/System – 2022)*

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. *(CO/System – 2025, Stars AC-7)*

Long-term (within 10 years):

- Academic Leadership and Academic Senate involvement at next Education Master Plan process for each College

ADD: SUCCESS STORY