

AP 3580 Environmental Sustainability

Reference:

**California Community Colleges Board of Governors Sustainability Policy (2019);
Association for the Advancement of Sustainability in Higher Education
Sustainability Tracking, Assessment, and Rating System (STARS);
United Nations Sustainable Development Goals (UNSDGs)**

1.0 Statement of Purpose

- 1.1 Environmental sustainability is critically important to the North Orange County Community College District (NOCCCD) and the California Community College System at large. The purpose of this procedure is to provide guidelines for implementing principles of environmental sustainability in the institutional design, services, and operations of NOCCCD campuses.
- 1.2 All categories, criteria, and terms used are defined by the Association for the Advancement for Sustainability in Higher Education (AASHE) in their Sustainability Tracking, Advancement & Rating System (STARS) (<https://stars.aashe.org>) planning framework. NOCCCD campuses are to meet or exceed all applicable statewide policies, targets, and goals relevant to sustainability.
- 1.3 When fiscally and operationally feasible, the following sustainability procedures will be utilized for maintaining and implementing sustainability across the District.

2.0 Operations: The District will pursue environmental sustainability in its maintenance and facilities operations.

- 2.1 Air, Climate, and Energy: In alignment with California climate policy leadership, and according to Executive Order B-18-12, the District will recommend all District entities:
 - 2.1.1 Complete, maintain, and update greenhouse gas emissions inventories from owned/controlled sources (Scope 1) and purchased electricity (Scope 2) at least every three years; and
 - 2.1.2 Benchmark its energy consumption, minimize operational energy use, generate on-site renewable energy, and target net zero greenhouse gas emissions using state definitions.
- 2.2 Buildings: The District will construct, renovate, maintain, and operate buildings in accordance with a published green building rating system to monitor progress and strive for International Living Future Institute (ILFI) zero energy certification in order to mitigate the building's impact on the outdoor environment and provide a safe and healthy indoor environment.
- 2.3 Food and Dining: The District will develop and support food systems that are safe and environmentally and socially responsible. The District will prioritize purchases of food and beverage products that are sustainably and ethically produced, and/or plant-based as well as minimize food waste and single-use plastics.

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- 2.4 Landscape and Biodiversity: The District will maximize landscape design and greenspace accessibility to support the campus community and local biodiversity. NOCCCD campuses will:
- 2.4.1 Support and manage grounds using organic products or in accordance with an Integrated Pest Management (IPM) program;
 - 2.4.2 Support local biodiversity by conducting and maintaining an assessment to identify endangered and vulnerable species and/or areas of biodiversity importance on land owned or managed by the institution; and
 - 2.4.3 Integrate climate adaptive native species and/or species of ethnobotanical significance into landscape design.
- 2.5 Purchasing: When possible, the District will purchase socially and environmentally responsive low-energy electronic products; cleaning and janitorial products that meet multi-criteria sustainability standards; and office paper with post-consumer recycled content, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.
- 2.6 Transportation: The District will reduce the environmental impact of student and employee commuting by regularly gathering data about commuting behavior; implementing strategies to encourage sustainable modes of transportation including opportunities for ridesharing and alternative fueling stations; increasing the share of vehicles that are hybrid, electric, and/or alternatively fueled in the institution's motorized fleet.
- 2.7 Waste: The District will minimize the amount of solid waste that enters landfills. NOCCCD campuses will:
- 2.7.1 Collect and maintain data on weight of materials recycled, composted, donated/resold, and disposed in a landfill or incinerator in order to track, report, benchmark and move towards zero waste;
 - 2.7.2 Implement a process to maximize diversion of non-hazardous construction and demolition waste from the landfill and/or incinerator;
 - 2.7.3 Develop and maintain a process to safely dispose of all hazardous, special universal, and non-regulated chemical waste, and minimize the presence of these materials on campus. Recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students.
- 2.8 Water: The District will maintain data on potable and non-potable water use, use green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts, and maximize efforts to use rainwater as a resource.

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- 3.0 **Education and Training:** The District will model sustainability learning and practice by supporting faculty and appropriate shared governance bodies in the development of curriculum, programs, and co-curricular educational opportunities that prepare students to understand environmental issues and address environmental sustainability challenges. Colleges shall adopt sustainability-related institutional level learning outcomes and offer sustainability-focused courses, degree programs, or concentrations. The District will provide each respective campus with resources for professional development for faculty and staff to learn and incorporate principles of environmental sustainability in and beyond the classroom.
- 4.0 **Community Partnerships and Engagement:** The District will promote sustainability for student and public engagement, community partnerships, and service. The District will:
- 4.1 Coordinate ongoing sustainability-oriented outreach, campaigns, and initiatives;
 - 4.2 Support co-curricular programming and activities including vocational and continued education courses that address sustainability;
 - 4.3 Conduct regular assessment of sustainability campus culture focusing on sustainability values, behaviors, beliefs, and community service;
 - 4.4 Develop formal community partnerships with local colleges, high schools, city and local governing bodies, and organizations to advance sustainability at a community level;
 - 4.5 Advocate for public policies that support campus sustainability or advance principles of sustainability at wider scales.
- 5.0 **Planning and Administration:** The District is committed to institutionalizing and dedicating resources to foster sustainability. NOCCCD campuses will:
- 5.1 Create a formal committee, office, and/or officer to advise on and implement policies and programs related to sustainability;
 - 5.2 Publish a Sustainability Plan that includes regular assessment and reporting on measurable sustainability objectives that is integrated in the institution's Strategic Master Plan;
 - 5.3 Participate in and complete an assurance process that provides independent affirmation that reporting information is accurate and consistent with third party standards;
 - 5.4 Promote diversity, equity, affordability, and well-being of its employees and students as components of sustainability and continue to assess, monitor, and improve these efforts by aligning with existing policies and governing bodies dedicated to these areas.
- 6.0 **Definitions:** For purposes of this procedure, the following definitions apply:

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- 6.1 AASHE: The Association for the Advancement for Sustainability in Higher Education (AASHE) is the leading association for the advancement of sustainability in higher education. AASHE serves a full range of higher education faculty, administrators, staff and students who are change agents and drivers of sustainability innovation. Established in 2005, AASHE is comprised of over 900 members across 48 U.S. states, 1 U.S. Territory, 9 Canadian provinces and 20 countries.
- 6.2 STARS: The Sustainability Tracking, Assessment & Rating System™ (STARS) is a voluntary, self-reporting framework for helping colleges and universities track and measure their sustainability progress. It is designed to: 1) provide a framework for understanding sustainability in all sectors of higher education; 2) enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community; 3) Create incentives for continual improvement toward sustainability. 4) Facilitate information sharing about higher education sustainability practices and performance. 5) Build a stronger, more diverse campus sustainability community (STARS® 2.2 Technical Manual p.1). 100% of CSUs and UCs and increasing shares of CCCs use STARS as a tracking tool to assess and benchmark progress in sustainability.
- 6.3 Sustainability: AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. STARS attempts to translate this broad and inclusive view of sustainability to measurable objectives at the campus level. Thus, it includes performance indicators related to, for example, ecological integrity, social and economic justice, and democratic governance. Today most uses of and references to sustainability emphasize the concept's simultaneous environmental, social, and economic dimensions (AASHE).
- 6.4 Integrated Pest Management: Integrated pest management (IPM) uses a combination of biological, cultural, physical/mechanical and chemical management tools to solve pest problems while minimizing risks to people and the environment. Although every IPM program is different, successful programs use the same four-tiered approach: 1) set action thresholds, 2) monitor and identify pests, 3) prevent or remove conditions that attract pests, and 4) control. For more information, see the U.S. Environmental Protection Agency's IPM Principles.
- 6.5 ILFI Zero Energy Certification: This certifies that one hundred percent of a building's energy needs on a net annual basis are supplied by renewable energy through a third-party audit of actual performance data. Certification is based on actual, not modeled, performance. There are a number of ZE Certification exceptions, related to use of offsetting offsite renewables, on-site combustion, and other circumstances (International Living Future Zero Energy Certification).
- 6.6 Scope 1 GHG Emissions: These emissions are direct GHG emissions occurring from sources that are owned or controlled by the institution. Scope 1 emission sources include: Combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces,

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incinerators; and Combustion fuels by institution-owned cars, tractors, buses, and other transportation devices (STARS® 2.2 Technical Manual OP-01 p.5).

6.7 Scope 2 GHG Emissions: These emissions are indirect GHG emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or controlled by another entity. Scope 2 emission sources include purchased electricity, purchased heating, purchased cooling, and purchased steam (STARS® 2.2 Technical Manual OP-01 p.5).

7.0 **Annual Report**: The Chancellor or designee shall report annually to the Board of Trustees on the status and progress of the various sustainability goals.

See Board Policy 3580, Sustainability Plan; Board Policy 3250, Institutional Planning; Board Policy 3505, Emergency Response Plan; Administrative Procedure 3570, Smoking on Campus; Board Policy 5200, Student Health Services; Board Policy 5300, Student Equity; Board Policy 7100, Commitment to Equal Employment Opportunity and Diversity

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