

“RCCD believes sustainability requires a cultural transformation.”

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About the Plan

This Sustainability and Climate Action Plan (S-CAP) is a strategic planning document created for Riverside Community College District (RCCD) and its three Colleges – Moreno Valley College (MVC), Norco College (NC), and Riverside City College (RCC) with a full engagement of constituents represented by students, faculty and staff. The District hired DLR Group in March 2021 who assisted the District in the development of the plan and facilitated the process among stakeholders.

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 to live sustainably and take an active leadership role in the community in responding to evolving environmental and climate challenges and addressing social, economic, 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.

The goals included in this plan establish aspirational thinking and long-term vision for the District. 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.

Several objectives and actions are set to a timeline that will advance RCCD 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.

This plan believes climate hazards and environmental risks require education awareness and action.

Southern California is at risk for environmental and climate-related hazards. In the past few years, wild fires, extreme heat waves, historic drought, and aging utilities and facilities have threatened Californian's health and economic livelihood. As a large entity in the region and an institution of education, RCCD has a unique opportunity to be impactful by operating more sustainably, educating our community about climate risks, and the critical importance of sustainability.

THE PLAN AT A GLANCE

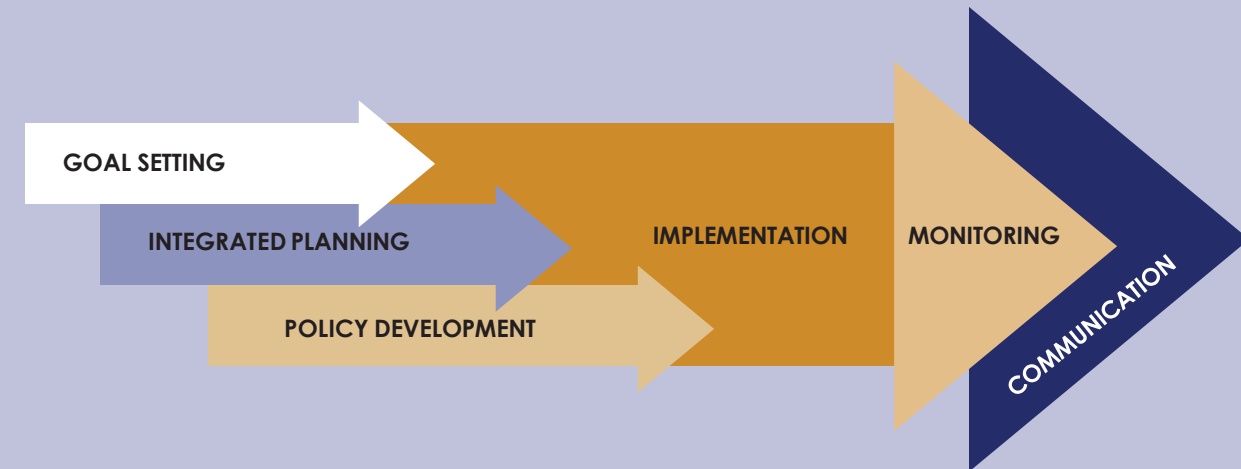
Through a collective process, the District Sustainability Committee established its mission, vision, and charge for providing direction during the ongoing implementation of the Sustainability and Climate Action Plan.

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 progress and performance in each impact area annually.
- **Communication:** Provide an annual report that summarizes progress and future priorities.

THE PLAN AT A GLANCE

Establishing a Unique Framework

As an institution of higher education, RCCD must live sustainably, actively lead our communities, and respond to today's evolving climate challenges. As a district, RCCD could have simply adopted the California Community College's Chancellor's Office Climate Action and Sustainability Goals, but we believe sustainability is a cultural transformation and the District and its Colleges need a plan that reflects the cultural shifts required for genuine impact.

Creating our own plan of action does not mean we abandon other frameworks. In the development of our action plan, we heavily cross-referenced two frameworks: California Community College's Chancellor's Office Climate Action and Sustainability Goals and AASHE Stars Reporting Tool. RCCD's top Impact Areas were cross-referenced to these frameworks where alignment of objectives or actions towards the desired goal of each impact area was accounted for. During this process, gaps in these were identified giving RCCD the opportunity to lead in these impact areas. These gaps were reflective of the top areas RCCD stakeholders wanted the S-CAP to create goals and action around.

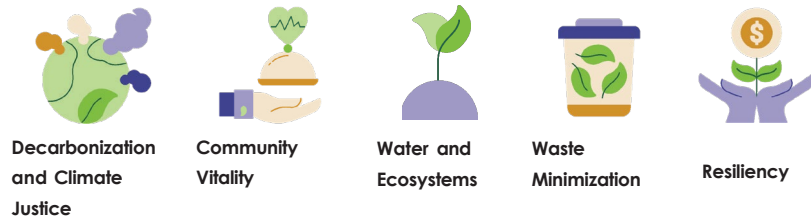
The Ten Impact Areas

Through the large scale engagement effort with campus users 64 VALUES cards were distilled down to ten topics that were collectively identified as most important to the District and the Colleges. These topics are identified as Impact Areas. The ten Impact Areas were then 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.

INCLUDED

Includes the creation of Goals and Metrics within the S-CAP



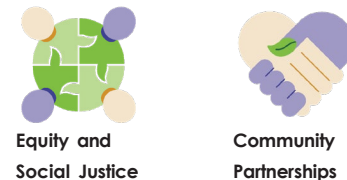
INFLUENCED

Influences the updates of planning with a sustainability lens



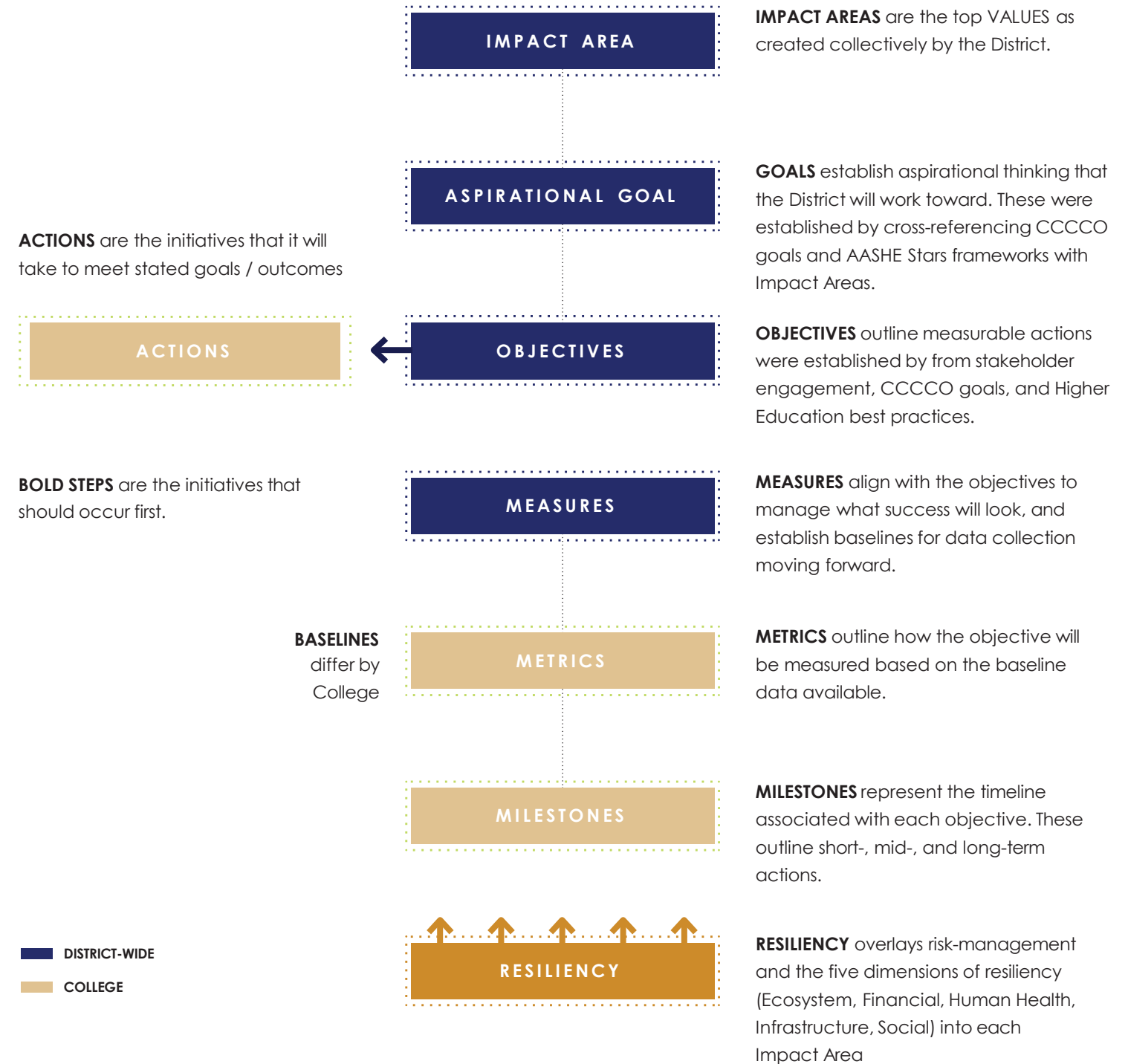
REINFORCED

Reinforces planning and Metrics already exist in other plans

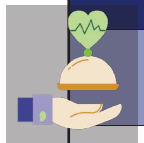
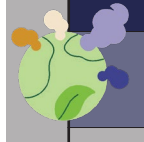


Sustainability and Climate Action Plan Organization

This document is structured in ten impact areas and organized into a hierarchical series of goals, objectives, and actions as outlined below.






OBJECTIVES	MEASURE	Milestones			Framework Alignment	
		SHORT-TERM	MID-TERM	LONG-TERM	AASHE Credit	Included In CCCC0?
DECARBONIZATION AND CLIMATE JUSTICE						
Become a Net-Zero Carbon Campus.						
Reduce total carbon emissions including scope 1, 2, and 3.	Percentage reduction in total carbon emissions, carbon emissions per person and carbon emissions per SF compared to 1990 baseline	6,735 MT-Co2	Reduce to 75% below baseline	Reduce to 100% below baseline	OP 1, OP 2, OP 3, OP 4	Yes
Reduce carbon emissions caused by on-site fuel combustion for building operations.	Percentage reduction in natural gas consumption compared to 1990 baseline	2,542 MT-Co2	30% reduction	75% reduction	OP 1, OP 2, OP 3, OP 4	Yes
Reduce carbon emissions caused by fleet vehicles.	Increase in percentage of company vehicles that are zero emission vehicles	48.9% of fleet vehicles are zero-emission	75% of new fleet vehicles are zero emission vehicles	100% of new fleet vehicles are zero emission vehicles	OP 1, OP 2, OP 15	Yes
Supply energy needs with solar PV.	Percentage of fuel mix from renewables	0%	75%	100%	OP 6	Yes
Reduce campus operational energy intensity (EUI).	Percentage reduction of energy usage per conditioned area (SF) compared to 1990 baseline	123 kBtu/GSF	25% reduction	40% reduction	OP 3, OP 4, OP 5	Yes
Reduce carbon emissions due to commuting.	Percentage reduction in commuting carbon emissions	Establish a baseline for scope 3 emissions from a commuter footprint survey.	Pedestrian+ bicycle improvements; green parking permits	Continue to promote accessible shared transport methods	OP 16, OP 17	Yes
Reduce carbon emissions due to business travel.	Percentage reduction in business travel carbon emissions				OP 1	No
Reduce carbon emissions due to purchased goods & services.	Located in Waste Minimization and Procurement				OP 1; OP 11; OP 12; OP 13; OP 14	Yes
COMMUNITY VITALITY						
Create a culture of community vitality for Riverside Community College District.						
Increase the amount of indoor and outdoor space available dedicated to supporting wellness.	Measure amount of physical spaces in square footage that support Wellness	Varies per College	Increase SF dedicated to wellness space	Meet standard metric for space needs	Innovation Area	No
Support food systems that strengthen local economies, respects human rights, and ensures ecological sustainability.	Procurement of Real Food in accordance of the Metrics outlined in the Real Food Commitment	Sign Real Food Campus Commitment	Increase Real Food procurement by 20%	Increase Real Food procurement by 80%	OP 7	Yes






* Baseline (1990) (2019 Baselines * 19.75%)

OBJECTIVES	MEASURE	Milestones			Framework Alignment	
		SHORT-TERM	MID-TERM	LONG-TERM	AASHE Credit	Included In CCCC0?
WATER AND ECOSYSTEMS						
Demonstrate stewardship for water and land management.						
Decrease water-use	Indoor Water-use (potable water - gallons)	56M gallons	40% reduction	60% reduction	OP 21	Yes
Decrease water-use	Outdoor Water-use (potable and non-potable water) for irrigation	20M gallons	40% reduction	60% reduction	OP 21	Yes
Decrease stormwater runoff and Increase quality of stormwater.	Reduce impervious surfaces	RCC - 38% impervious NC - 23% impervious MVC - 18% impervious	Maintain/reduce as campuses develop	Maintain/reduce as campuses develop	OP 9 OP 22	Yes
Practice ecological landscape management.	Landscape managed organically in accordance with Integrated Pest Management principles	Baseline SF of grounds managed organically	50% of all grounds managed organically	100% of all grounds managed organically	OP 9 OP 10	No
Rewild undeveloped areas.	SF/Acres of undeveloped areas	SF/Acres of undeveloped areas	Establish at least one protected area for each campus	30% increase in biodiversity of species	OP 9 OP 10	No
WASTE MINIMIZATION AND PROCUREMENT						
Achieve Zero Waste to Landfill.						
Reduce the total weight of non-construction waste.	Percent (%) reduction of tons of non-construction waste generated annually	Establish Baseline	10% reduction	25% reduction	OP 18	Yes
Increase diversion rates for non-construction waste.	Diversion Rate (%) of Non-Construction Waste annually	Establish Baseline	15% increase	25% increase	OP 18	Yes
Increase construction waste diversion rate from landfill.	Diversion Rate (%) of Construction Waste annually	Establish Baseline	65% diverted from landfill	80% diverted from landfill	OP 19	No
Create programs and systems for hazardous and e-waste.	Number of programs offered	Establish Baseline	Create one annual e-waste collection program	Permanent district-wide chemical sharing + e-waste donation programs	OP 20	No
Increase diversion of dining and landscape wastes from landfill.	Percentage (%) of organic waste diverted from landfill annually	Establish Baseline	Increase diversion by 15%	Increase diversion by 25%	OP 8 OP 9	No
Increase opportunities to share and donate durable goods. (Material Circularity)	Opportunities / programs for sharing and donation programs	Establish Baseline	Surplus Property Warehouse	Residence Hall programs	Innovation Area	Yes
Increase sustainable purchasing.	Dollars spent on sustainable purchases annually	Establish Baseline	25% increase	50% Increase	OP 11, OP 12, OP 13, OP 14	Yes



OBJECTIVES	MEASURE	Milestones			Framework Alignment	
		SHORT-TERM	MID-TERM	LONG-TERM	AASHE Credit	Included In CCCC0?
RESILIENCY						
Create a more resilient institution in the context of climate change.						
 Create Infrastructure to support assessment and Implementation of climate resilience measures.	Completion of district resilience assessment and college vulnerability assessments	Create a District Resiliency task force	Conduct a District - Community Resilience Assessment	Re-conduct a District - Community Resilience Assessment	Innovation Area	No
ACADEMICS						
Educate students about sustainability through coursework.						
 Increase availability of academic courses on or related to sustainability.	Increase the percentage of courses offered that include sustainability content.	Establish Baseline	Increase number of Academic Courses offered by 15%	Increase number of Academic Courses offered by 30%	AC 1 AC 7	No
Increase the percentage of students who take a course with a sustainability learning outcome.	Percentage (%) of students who take a course with a sustainability outcome during their time at RCCD.	Establish Baseline	Increase to 10% of students	Increase to 30% of students	AC 2 AC 7	No
Implement Opportunities to use the Campuses as Living Labs.	Number of space and places that tie to curriculum	Establish Baseline	Formalize at least one space at each College	Formalize an immersive, sustainability-focused education program	AC 5 AC 8	No
Offer degree programs focused on sustainability. (AA, AS)	Number of degree programs	Establish Baseline	Offer at least one AA or AS degree program at each College	Establish partnerships with University Partners	AC 3 AC 7 EN 11	No
ENGAGEMENT						
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.						
 Increase the number of opportunities for campus stakeholders to be exposed to sustainability.	Number of Students Exposed to Sustainability Programs	Benchmark the number of sustainability programs and events	Engage with at least 25% of students	Engage with at least 50% of students	EN 1; EN 2; EN 3; EN 4; EN 5; EN 8	No
Increase Sustainability Literacy for Campus Users.	An Sustainability Literacy Assessment is administered to representative samples in both the pre-test and post-test.	Conduct a Sustainability Literacy Assessment	Demonstrate Improvement	Demonstrate Improvement	AC 6, EN 6, EN 7, EN 9	No

OBJECTIVES	MEASURE	Milestones			Framework Alignment	
		SHORT-TERM	MID-TERM	LONG-TERM	AASHE Credit	Included In CCCC?
TRUST AND TRANSPARENCY						
Align staffing and funding to align with the resources required to implement the S-CAP.						
 Create staff positions within the District and Colleges to oversee, coordinate, and report sustainability progress.	Number of staff positions that include sustainability-related objectives as part of their job responsibilities	1.0 FTE Sustainability Coordinator/ Energy Manager; Establish Student Internships;	4.0 FTE Sustainability Coordinators /Energy Manager		PA 1, PA 2, PA 3, PA 4	No
Integrate sustainability champions into the Shared Governance and Integrated Planning processes	Number of Sustainability champions involvement in shared governance committees and integrated planning process	Establish College Tasks Forces	Sustainability champions on all shared governance committees	Include sustainability champions in Integrated Planning updates	PA 1, PA 2, PA 3, PA 4	No
Increase grant opportunities to implement sustainability initiatives.	Number of grants rewarded to RCCD and its Colleges tied to sustainability.	Establish a course of action to research and apply for grants	One energy-related grant	Five sustainability-related grants	Innovation Area	No
EQUITY AND SOCIAL JUSTICE						
Create campus communities where all members can succeed.						
 Establish ongoing collaboration between institutional sustainability and equity planning efforts.	Collaboration between sustainability and equity planning	Educate leaders on the importance of a shared approach to planning	Identify Sustainability Champions to assist with Equity Planning	Identify Equity Champions to serve on Sustainability Task Forces	PA 5, PA 6, PA 7, PA 8	No
COMMUNITY PARTNERSHIPS						
Create strategic connections that advance RCCD's sustainability initiatives.						
 Establish opportunities for RCCD to collaborate in the community.	Number of partnerships established	Benchmark the number of formal partnerships today per College	At least one formal partnership	At least three formal partnerships	EN 10, EN 11, EN 13, EN 14	No

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THE PLAN-AT-A-GLANCE