

Annual California Community College Board of Governors
Energy & Sustainability Award Program
2018 Nomination Form - Faculty & Student Initiatives

Please complete and submit this Nomination Form with the subject line **“Board of Governors Award Nomination”**. In addition to written responses to the questions below, feel free to include supporting documents such as press clippings, citations and/or letters of public support to augment the nomination.

Submit applications and supporting documents electronically by email to: Hoang Nguyen, CCC Chancellor's Office at hnguyen@cccco.edu.

Submittal deadline: August 16, 2018

Excellence in Energy & Sustainability – Faculty/Student Initiatives: This award is designed to recognize faculty and/or students who have excelled in developing sustainability initiatives for their District, both in and out of the classroom. The criteria for this award includes the creation of an innovative initiative that is able to institutionalize sustainability by incorporating the initiative into campus operations, engaging the campus community in implementing the initiative, integrating the initiative into student learning or curriculum, and can claim measurable results to demonstrate success. This category also includes faculty and student collaboration with regards to the creation and implementation of sustainability plans. The Partnership Team will review the nominations against these criteria and recommend a winner and two honorable mentions to the Board of Governors.

I. Title. Mt. San Antonio College 2018 Climate Action Plan

II. Recipient contact information. Please provide contact information for the individual(s) who will accept the award on behalf of the Faculty/Student Initiative.

Name: Dr. William T. Scroggins

Title: President and CEO

District/Campus: Mt. San Antonio College

E-mail: bscroggins@mtsac.edu

Telephone: (909) 274-4250

Summary Description. Please describe the Faculty/Student Initiative you wish to nominate. Be sure to include the timeline, the key participants, the plan of action, obstacles that were overcome, and any other relevant background information. ***Describe how the initiative fulfills the criteria for the award or certificate category as described in the Call for Nominations letter.*** Please limit your response to 500 words or less.

In August 2014, Mt.SAC became a signatory of the American College and University Presidents' Climate Commitment (ACUPCC), now known as Second Nature's Carbon Commitment. This commitment focuses on creating a plan to achieve carbon neutrality. In 2015, the Climate Commitment Implementation Committee (CCIC) was established as a shared governance committee (faculty, students, staff, and management) to provide leadership and guidance in the development of campus sustainability goals, and to shepherd the creation of the Climate Action Plan (CAP). In June 2018, the draft CAP was completed and the final CAP will be submitted in fall 2018.

At this time, Mt.SAC is the largest of only eight California community colleges that have signed the Carbon Commitment and one of only four that have committed to a carbon neutrality date of 2050.

The June 2018 draft CAP is available at:

<http://www.mtsac.edu/sustainability/programs-and-initiatives/initiatives.html>.

Three faculty members championed this process from the outset, donated their personal time and expertise, and wrote a substantial portion of the CAP. Those faculty members are: James Stone, Faculty, Political Science; Chisato Uyeki, Faculty, Library; and Chris Briggs, Faculty, Biological Sciences.

An effort of this scale is always a challenge on a community college campus. It requires the mobilization and participation of many campus constituents above and beyond their daily duties. In order to engage the campus and foster transparency and participation, the CAP was developed in parallel with the campus' 2018 *Educational and Facilities Master Plan (EFMP)*. The EFMP analyzed the existing environmental conditions and facilitated discussions among sustainability-focused College committees and organizations through an Eco-charrette process. Members of the CCIC also provided feedback on the EFMP document to ensure integration and consistency between the two plans.

This ambitious document extends far beyond greenhouse gas emissions. It identifies eight areas of sustainability and establishes goals for each as follows:

Area of Sustainability	Established Goal
Greenhouse Gas Reduction	Reduce energy consumption from the 2014 baseline by 20 percent by the end of 2025, 50 percent by 2035, and 100 percent by 2050.
Green Building Standard	Design and construct all new major capital projects (10,000 square feet and above) such that they will outperform Title 24 Standards by at least 15 percent, and all major renovation projects will outperform Title 24 by at least 10 percent.
Water Use Reduction	Reduce water use per student from the 2014 baseline by 50 percent by 2030.
Waste Diversion and Management	Achieve Net-Zero Waste by 2050.
Institutionalization	Hire a full-time Sustainability Director by the end of 2018. Secure faculty release time for a Sustainability Coordinator starting Fall 2019. Establish a Sustainability Center by 2020.
Curriculum Integration	Build sustainability into the educational experience of 50 percent of students by 2025, and 100 percent of students by 2035.
Professional Development	Establish professional development in sustainability for all new faculty and adjunct instructors by 2020. Integrate sustainability into campus Professional Development Plan by 2020. Offer online Sustainability Certificate for faculty by 2020.
Research and Community Outreach	Publicize campus sustainability efforts to surrounding community annually, starting in 2019.

III. Impact. Please explain how this Faculty/Student Initiative made a difference on your campus in regard to sustainability. If applicable, please report any measureable results to demonstrate success. How would you envision this Faculty/Student Initiative being transferred to other colleges? Please limit your response to 300 words or less.

“The purpose of the Climate Action Plan (CAP) is to prepare Mt. SAC for the coming environmental and regulatory challenges of the 21st century, to guide the campus towards becoming a more sustainable institution, and to prepare students to engage in finding solutions to our environmental challenges. The Plan articulates the vision, goals, and strategies which will move Mt. SAC to become a sustainable campus with net-zero carbon emissions and has been developed in coordination with campus stakeholders to ensure that it meets the various needs of the campus.”

The CAP highlights and documents “the actions already taken by students, faculty, and the administration and demonstrates the emergence of a vibrant sustainability community on campus...The emergence of this community has enabled Mt. SAC to take major strides in moving its facilities and campus operations in the direction of greater sustainability and to undertake major initiatives in the area of incorporating sustainability into the College’s curriculum.”

The following are examples of actions taken on campus as a direct result of the signing the Climate Commitment and the Climate Action Plan effort:

- Initiation of the annual Mt.SAC President’s Student Sustainability Awards.
- Establishment of ongoing general funding for the Climate Action and Sustainability Initiative.
- Launch participation in the Energize Colleges program.

- Creation of a campus sustainability webpage to highlight Mt.SAC's commitment to sustainability and link all sustainability efforts on campus.

Mt.SAC's robust Climate Action Plan is research- and data-based, is footnoted extensively, and is modeled after university-level plans. Our hope is that Mt.SAC's CAP will serve as a model, a reference, and inspiration for other community colleges, especially those in California, and encourage other community colleges to sign the Carbon Commitment and exercise environmental leadership in their communities.

IV. Funding. Please explain how funding was secured for this Faculty/Student Initiative. Were utility or other incentive programs or grants leveraged? If the Faculty/Student Initiative was able to be implemented without the need for funding, please explain. Please limit your response to 300 words or less.

The CAP effort utilized a variety of funding sources:

- Initially, In 2015, general funds financed one faculty member and several students to complete the first greenhouse gas inventory for the College.
- In the summer and fall of 2017, nine Lecture Hour Equivalents (LHE) of reassigned time were granted and divided among three faculty members to research and write components of the CAP.
- In 2017, outside consultants were hired and funded with local bond dollars to both lead and complete the second greenhouse gas emissions inventory and to develop recommendations for mitigation strategies.
- In the spring of 2017, Mt. SAC began working with Strategic Energy Innovations (SEI), which partners with Southern California Edison and Southern California Gas. SEI sponsors the Energize Colleges program, which creates fellowships and internships related to energy conservation and climate, on college and university campuses across the State. The Energize Colleges Fellow and student interns worked on gathering data to complete the College's 2016 greenhouse gas inventory. They also assisted the firm hired to author the greenhouse gas mitigation portion of the CAP.
- Furthermore, through Energize Colleges, SEI recruits and places a dedicated Fellow at each participating campus. The Mt.SAC Fellow helped further the CAP process and wrote portions of the document.

It is important to note that implementation of the CAP is a long-term effort and the work outlined will require ongoing funding and human resources to be successful. *Section 4: Institutionalization* of the CAP describes in detail recommendations for staffing, establishing budget requirements, and exploration of funding opportunities.

V. Institutionalizing Sustainability. Please explain how this Faculty/Student Initiative served to further institutionalize sustainability into District activities. This could include, for example, incorporating sustainability considerations into the administrative decision making process, setting up a fund for sustainability projects, and incorporating sustainability into curriculum. Please limit your response to 300 words or less.

"The success of Mt.SAC's Climate Action Plan depends upon the institutionalization of the implementation work into the College's established organizational structure"— is the opening sentence of the CAP's *Section 4: Institutionalization*. Institutionalization is so critical that the CAP devoted an entire section to address potential strategies and implementation.

The following is a list of the suggested strategies:

- Adopt District Sustainability Policies and Procedures
- Adopt an Idling Policy
- Create a Campus Bike Policy and Bicycle Plan
- Establish a Campus Landscape Advisory Committee and Participate in the Tree Campus USA Program
- Endorse a Statement that Mt. SAC will not Adopt New Sources of Emissions
- Provide Local Accounting for Externalities
- Integrate Climate Action Planning into Institutional Planning and the Educational and Facilities Master Plan
- Perform Sustainability Assessments in All Units and Departments
- Establish Sustainable Purchasing Policies
- Establish Sustainable Food Policies

- Consider Funding to Support Sustainability Activities
- Develop a Policy of Sustainability in Investments
- Build Sustainability into Existing Student Life Structures
- Establish a Sustainability Center
- Provide Adequate Staffing
- Fund and Appoint a Sustainability Director
- Allocate Faculty Release Time for a Reassigned Position of Sustainability Coordinator

Section 11: Curriculum, Professional Development, and Research “was developed from two CAP conferences, which were attended by students, faculty, staff, and managers, and from the recommendations of the Senate Task Force on Sustainability (Task Force).“

For example, faculty across campus are working to incorporate sustainability into their curriculum. To further the goal of incorporating sustainability into the educational experience of all students, the CAP recommends the following:

- Establishing Leaf-designated classes that integrate sustainability into the curriculum, possibly incentivizing students to take Leaf-designated classes.
- Developing educational experiences to provide new students an early introduction to sustainability at Mt. SAC.
- Encouraging students to initiate their own sustainability-related education through choices of directed learning project topics.
- Establishing a voluntary online sustainability pledge.