DRAFT: APPROVED DCS 9/20/21

San Diego Community College District

Administrative Procedures - Sustainability

These sustainability procedures provide goals and guidance to achieve sustainable practices across the San Diego Community College District ("The District"). Areas of focus include but are not limited to energy efficiency and conservation, energy independence, building operation for energy conservation, sustainable construction practices, physical plant management, grounds and landscape management, procurement, food service, transportation, environmental justice, educational initiatives and programs, participation in regional climate change coordinating efforts, and sustainability integration across the District. Recommendations to support District sustainability will be made by the District Committee on Sustainability (DCS).

A. Energy Efficiency and Conservation

The District will seek continuous improvement in energy efficiency from year to year. All major capital projects should at a minimum meet CALGreen Tier 1 Voluntary Standards for nonresidential buildings and aim to achieve Tier 2 whenever possible for new construction. All major renovation projects should at a minimum outperform the current Title 24 Standards by at least ten percent (as determined by the designers based on required standard engineering protocols).

The District shall develop a policy that takes advantage of all incentives available for these projects, including those available from the California Community College Chancellor's Office (CCCCO). To do so, the District will submit to the System Office an annual report updating the energy savings by campus for the most recently completed fiscal year and an energy modeling document for each project submitted for state funding prepared by the project architect.

B. Energy Independence

The District will develop a strategic plan for energy procurement and production to reduce energy-capacity requirements from the electricity grid, to promote energy independence using available economically feasible technologies, and for on-site generation. The District will endeavor to develop self-generated energy capacity and procure energy through cost-effective alternatives that contribute to the state of California and California Public Utilities Commission Renewable Portfolio Standard requirements to meet or exceed forty percent use of renewable energy by 2014.*

*References: Executive Order S-12-04 Government Code §§15814.30, 15814.31 Title 24, California Code of Regulations (CCR), including Part 6, Energy Code

C. Building Operation for Energy Conservation

All District buildings and facilities, regardless of the source of funding for their operation, should be operated in the most energy-efficient manner without endangering public health and safety and without diminishing the quality of education.

The District should actively seek all available sources of funding for implementing energy-efficiency improvement and utilities infrastructure renewal projects. Funding sources should include federal and state budget appropriations, federal, state, and private sector grant opportunities, and other unique public/private sector financing arrangements that have been made available through legislative actions in California and the United States Congress.

The District should cooperate with federal, state, and local governments and other appropriate organizations in accomplishing energy conservation and utilities-management objectives throughout the state, and inform students, faculty, staff, and the general public of the need for and methods of energy conservation and utilities management.

To accomplish the energy conservation goals, the District shall designate an energy/utilities manager or sustainability coordinator with the responsibility and the authority for carrying out energy conservation and utilities-management programs. The manager/coordinator should solicit and evaluate feedback from faculty, staff, students, and community organizations to monitor the effects of energy conservation efforts on instructional programs and the environment. Training on new energy management concepts and programs should be a regular part of staff development for physical plant staff.

D. Sustainable Construction Practices

New construction, remodeling, renovation, and repair projects should be designed with consideration of optimum energy utilization, low-life-cycle operating costs, and compliance with all applicable energy codes and regulations. Energy-efficient and sustainable-design features in the project plans and specifications need to be considered in balance with the academic program needs of the project within the available project budget. In an effort to reduce the creation of greenhouse gases, capital planning for facilities and infrastructure should consider features of a sustainable and durable design to achieve a low life-cycle cost. Principles and best practices established by leading industry standards or professional organizations should be implemented to the greatest extent possible.

New construction and major remodeling projects shall be designed to achieve at least CALGreen Tier 1 Voluntary Standards for nonresidential buildings and aim to

achieve Tier 2 whenever possible. The following elements should be considered in the design of all buildings:

1. Site and design considerations that optimize local geographic features to improve sustainability of the project, such as maximizing use of vistas, microclimate, and prevailing winds.

2. Durable systems and finishes with long life cycles that minimize maintenance and replacement.

3. Optimization of layouts and design of spaces that can be reconfigured with the expectation that the facility should be renovated and re-used versus demolished.

4. Systems designed for optimization of energy, water, and other natural resources.

5. Optimization of indoor environmental quality for occupants.

6. Utilization of environmentally preferable products and processes, such as recycled-content materials and recyclable materials.

7. Procedures that monitor and report operational performance, as compared to the optimal design and operating parameters.

8. Space should be provided in each building to support an active program for recycling and reuse of materials.

In order to implement the sustainable building goal in a cost-effective manner, the process should identify economic and environmental performance measures; determine cost savings; use extended-life-cycle costing; and adopt an integrated-systems approach. Such an approach treats the entire building as one system and recognizes the individual building features, such as lighting, windows, heating, and cooling.

E. Physical Plant Management

In order to conserve purchased energy resources, the District will establish appropriate energy-efficiency set points for heating and cooling of District facilities. These limits do not apply in areas where other temperature settings are required by law or by specialized needs of equipment or scientific experimentation.

The District will develop and maintain a computerized energy-management system to provide centralized reporting and control of campus energy-related activities.

Scheduling of building and/or facility usage should be optimized consistent with the approved academic and nonacademic programs to reduce the number of buildings operating at partial or low occupancy. To the extent possible, academic and

nonacademic programs should be consolidated in a manner to achieve the highest building utilization. Further, the scheduling of buildings should be implemented in a manner to promote central plant and individual building air-conditioning-system shutdown to the greatest extent possible during the weekend and other holiday periods.

Campus energy/utilities managers should make all attempts to change or update building operating schedules to match the changes in the academic programs on a continuing basis.

F. Grounds and Landscape Management

Sustainable practices will be pursued in all matters of grounds and landscape management including optimization of water efficiency through the use of irrigation controls, low-water plants, and reclaimed water; reduction of quantity and improvement in quality of runoff; the elimination of aggressive invasive species from campus plants; minimization of the grounds-keeping waste stream; elimination of the release of hazardous materials into the campus environments on a regular basis and minimization of such releases on an emergency basis; management and application of proper storage considerations for hazardous materials; maximization of energy efficiency in grounds-keeping equipment; and development of a wildlife and native plant management strategy that supports habitat conservation, management and biodiversity within our campuses and their surrounding areas.

G. Procurement

Sustainable Procurement will integrate requirements, specifications and criteria that are compatible with the protection of the environment and the society.

H. Food Service

In foodservice, sustainability is directly related to water and energy efficiency, use of green building materials, heating, ventilation and air conditioning (HVAC), responsible procurement of sustainable food products with increased focus on local purchasing of plant-based products, processing procedures, packaging and selling as well as material recycling and waste management. In accordance with California SB 1383, campuses should be working towards meeting goals for the reduction of short-lived climate pollutants (SLCP). SDCCD campuses should work towards implementing composting programs to divert organic waste away from refuse streams.

I. Transportation

The district will prioritize facilities and policies that support the increase of more sustainable forms of transportation to and from our campuses. This includes public

transportation, like buses and the trolley, low-carbon vehicles such as electric cars, and active transportation including electric and non-electric bicycles, scooters, skateboards, and walking.

Prioritizing facilities and policies includes a) researching the ease and cost of use of public transportation and bicycles to and from our campuses and working with regional transportation agencies to make these options more useful and attractive for our campus communities, b) ensuring related facilities are available and prioritized on our campuses to the extent feasible, such as bus stops, car and e-bike charging stations, and paths and storage options for e-bikes, non-electric bicycles, scooters, and skateboards, and c) adopting policies that recognize, welcome, and celebrate the use of such forms of transportation to, from, and on our campuses.

Conversely, the district will de-prioritize facilities and policies that support the increase of less sustainable forms of transportation to and from our campuses.

J. Environmental Justice

In its planning, adoption, and implementation of facilities, policies, and programs for sustainability, the district will prioritize equity and social justice, and it will strive to recognize and celebrate communities that already practice and embrace sustainability.

Prioritizing equity and social justice includes: a) researching the impact of sustainability (both the lack of sustainability and efforts to increase it) on historically marginalized communities, for example through considering the impact of procurement decisions on students with low incomes, and through using data about uneven access to sustainable transportation alternatives and the disproportionate impact of pollution as shown in CalEnviroScreen; and b) ensuring that our sustainability steps address these inequities and social justice problems.

Recognizing and celebrating communities that already practice and prioritize sustainability includes: a) adopting policies that recognize that historically marginalized communities and those with lower incomes are often already living more sustainably than other communities and those with higher incomes, and exploring programs that seek to compensate these communities for their disproportionate contributions to sustainability; and b) incorporating the insights of Indigenous and other communities that embrace sustainability as part of their core values, and not only because there is a climate emergency that has been created by humans.

K. Educational Initiatives and Programs

The District encourages the incorporation of sustainability and climate science literacy throughout the curriculum, including the sciences, liberal arts, applied fields, career-technical education; in professional development and training for educators, staff, and administrators; and in community events.

Curriculum should seek to a) provide information about the responsibility to work towards an environmentally sustainable future, and b) provide all community members with the knowledge and skills that will be important as the economy adjusts to new climatic and policy conditions, ensuring that students from historically marginalized communities in particular have access to the knowledge and skills that will be crucial to resilience, employment, water security, food security, and community building.

Progress within the District on educational initiatives and programs that include and improve sustainability and climate literacy will be reported regularly to the Board of Trustees.*

*Reference: Climate Literacy Resolution, passed and adopted by the Board of Trustees of the San Diego Community College District on November 8, 2018.

L Participation in Regional Climate Change Coordinating Efforts

To the extent possible,the District should ensure compliance with and active participation in both local and regional climate change coordinating efforts. Local and regional efforts include meeting goals set forth in the City of San Diego's Climate Action Plan, the County of San Diego's Climate Action Plan, and the California Climate Action Plan. Additionally, the District should strive to collaborate with local universities, non-profit agencies, and non-governmental organizations on relevant and applicable climate change coordinating efforts.

Campuses are encouraged to develop Climate Action Plans specific to the unique challenges of each campus, based on the models of existing local and regional climate change efforts, and to coordinate with the district's climate action planning.

M. Sustainability Integration across the Entire District

These sustainability procedures should be implemented in such a way that the entire learning institution can become a model of sustainability and a source of climate resilience for students, faculty, staff, administrators, and the community.

The district will ensure that there is a distinct and focused sustainability governance structure within the district to support an integrated approach to sustainability across all District functions and communities. This governance structure should

include faculty, staff, students, and administrators, provide structured support and leadership for student involvement in campus and community sustainability activities, and promote community outreach to generate community support for campus sustainability efforts and to promote and integrate sustainability practices into the community.