

Feather River College Sustainability Management Plan

Produced by the Sustainability Action Team

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SECTION 1.**EXECUTIVE SUMMARY**

The ecological crises at the beginning of the 21st century continue to be addressed by a broad social and cultural movement toward sustainability. As a participant in this movement, Feather River College (FRC) seeks to manage an institutional shift toward sustainable practices in a well-planned, organized, and philosophically clear way. These efforts are motivated by a recognition of the social and economic benefits of resource efficiency and principles of sustainability. FRC's sustainability is informed by an approach to nature that necessitates addressing past environmental degradation that has threatened all life forms. A "Sustainable FRC" is positioned to build positive human/nature relationships based on reciprocity, regeneration, and care in a way that expands opportunities for student learning and success, and strengthens the College's role in the regional community.

While the scope of sustainability is global, many of its manifestations, and therefore solutions, are local. It is in this respect that the future of FRC as a sustainable institution is a desired goal. The local opportunities generated by sustainability projects at FRC link the College to global transformations already underway.

As a regional leader in higher education, FRC is accountable for the environmental, social and economic impacts of its practices. Such accountability is central to the spirit and ideal of sustainability. The passage of the California Global Warming Solutions Act (AB-32) and the establishment of a Sustainability Policy by the CCC Board of Governors, as well as other local, state, and global imperatives are driving California Community Colleges to develop comprehensive plans that incorporate sustainability, satisfy state regulations, take advantage of available resources and complimentary programs, which includes "Best Practices" identified by other educational institutions. Recognition of this accountability is written into FRC's 2010 - 2013 Strategic Plan where sustainability is described as an important opportunity for professional development, a tool to strengthen regional economic relationships and a means to enhance environmental health. As FRC progresses toward sustainability, the opportunities for student learning and success will increase, opportunities for sustainable economic development in partnership with the community will grow, and cost savings associated with sustainable practices will abound.

Vision Statement

Feather River College's Sustainability Management Plan embodies the College's commitment to sustainability, and endeavors to improve the institution's self-sufficiency, demonstrate environmental and social responsibility, enhance sustainability literacy, and strengthen partnerships within the broader community.

This Sustainability Management Plan (SMP) articulates the sustainability vision, goals, and objectives established by the campus, and the strategies and projects to meet these goals. The SMP has been developed by FRC's Sustainability Action Team, which includes administrators, staff, faculty, students, and community members in coordination with campus stakeholders to ensure it meets the diverse needs of the campus.

FRC's commitment to education and its structure of shared governance will assist the institution in addressing future social, economic and environmental uncertainty. In this vein, the SMP is a living document. While many of the specific goals described here may evolve, the core ideals and spirit should remain the beacons which guide a Sustainable FRC.

SECTION 2.

BACKGROUND

2.1 HISTORY OF SUSTAINABILITY EFFORTS TO DATE

Many current policies and practices at FRC reflect the institution's commitment to sustainability, and these are highlighted in this section. The SMP is a product of the outstanding campus sustainability efforts and progress already occurring. It builds a framework around these efforts, providing coherence and direction by articulating specific goals and objectives.

Curriculum

Courses in the Environmental Studies Department incorporate local sustainability themes, relevant current events, watershed awareness, and training in the application of restoration practices and natural system monitoring. Campus representatives are involved with the Community Food Council which is exploring a "Sustainable Agriculture" course of study and partnering with local small-scale farmers for hands-on educational experiences for students. Many instructors in other disciplines integrate sustainability both in their curriculum and course practices (such as encouraging the electronic dissemination and collection of course materials).

Energy

Feather River College is a leader in sustainable energy production through the use of ground source heat pumps. Over 80% of the College's assignable square footage is heated and cooled by geothermal energy. FRC's Campus Carbon Audit has evaluated energy use and provided baseline data that has informed planning. Energy efficiency is increasing with the installation of occupancy sensors, low wattage lighting, and energy efficient servers. Close collaboration with PG&E has helped the College continually identify energy-saving initiatives. The College has explored development of partnerships for sustainable energy generation and use with Plumas-Sierra Rural Electric, the Sierra Pacific Industries biomass plant in Loyalton, and Simple Fuels Biodiesel in Chilcoot.

Waste

Data from waste audits conducted at FRC in 2009, 2010, 2012, and 2013 demonstrated the need for better coordinated and funded efforts in the area of waste reduction. Currently, recycling bins are located throughout the College and efforts to limit paper use are in place. The College is continuing efforts to reduce the use of toxic products on campus.

Water

FRC has initiated efforts in water conservation. A water recirculation system in the campus fish hatchery has resulted in a 99% reduction in water usage at that facility. A filtration pond in the agricultural pasture was installed to reduce sediment run-off into Spanish Creek. The Agricultural and Environmental Studies programs, often in the context of student learning, monitor water quality and usage.

Building Construction, Renovation, and Maintenance

FRC has made significant progress incorporating sustainable construction practices. The Library and Learning Resources Center (LLRC) building maximizes energy efficiency. Campus buildings are heated through ground source-heat systems and the temperatures of the LLRC are stabilized using a water recirculation system. Efforts have been made to purchase equipment from companies oriented toward sustainable practices and products.

Ecological Restoration and Monitoring

The Environmental Studies Department faculty has integrated restoration and monitoring practices into courses in order to provide students with practical experiential learning opportunities. Data on water quality and quantity, forest and woodland health, soils, wildlife, and noxious weeds has been collected by Environmental Studies classes. An oak woodland thinning project was implemented in 2005. The Student Environmental Association (SEA) contributed to this project by removing felled oak and selling it as firewood. A Forest and Wildfire Management Plan is in its final stages, and includes a 5-year action plan to be implemented by Environmental classes and other partners with the ultimate goal of reducing the chance of catastrophic wildfire on campus.

Food and Dining Services

Paper products used by dining services are compostable and/or recyclable. Faculty in Environmental Studies and Agriculture continue exploring opportunities to offer courses in and partnership with local and regional initiatives in sustainable high country agriculture.

Transportation

FRC's Campus Carbon Audit in 2010 reported fuel use and transportation emissions. Findings contributed to the creation of the "Bicycle Barn" which loans bikes to campus and community members and provides learning opportunities around the building and maintenance of bicycles. The Outdoor Recreation Leadership program sponsors an annual "Bike to Work Week" and the campus supports a "Ride Board" for campus members seeking cooperative travel options.

Economic Development, Business, and Procurement

FRC currently purchases some office products from recycled content, and looks for ecologically friendly all-purpose cleaners. All toilet paper and paper towels used on campus are Green Seal certified. The College has requested that vendors consolidate trips and ship only “completed orders.” The student group, ENACTUS (formerly Students in Free Enterprise) has partnered with local businesses to increase regional sustainable economic development and rural entrepreneurship through website development and assistance with grant proposals.

Co-Curricular Activities

The campus funded a Sustainability Coordinator for two years who assisted in creating a culture of sustainability at FRC and established lasting processes to further sustainability efforts. Student work-study positions through the Environmental Studies Department and the Athletics Department assist with recycling, coordinate the campus Waste Audit and increase sustainability awareness on campus. FRC was also a part of creating the annual Community Sustainability Awards.

Outreach

FRC participates in annual Earth Day and Bike to Work Week events, the Community Sustainability Awards, Plumas Rural Services Community Food Council, Transition Quincy, and student entrepreneurship opportunities with local businesses in creating sustainable business plans. Three “Sustainable FRC” newsletters were published and representatives from FRC have attended numerous sustainability themed conferences. A recognizable “Sustainable FRC” logo was created for publicity.

2.2 CREATION OF THE SUSTAINABILITY PLAN

In 2010-2011 Feather River College convened the Sustainability Action Team (SAT), solidifying the campus’s commitment to sustainability. The SAT began drafting the SMP in Spring 2011 and continued these efforts in Fall 2011 with two sustainability consultants. In Spring 2012, FRC began the process of transposing its sustainability planning documents into the California Community College Chancellor’s Office sustainability plan template. Sustainability programs and projects were identified in 2011-2012 and through collaborative efforts and dialog. Programs and projects went through a systematic process of prioritization in 2012. The SMP was finalized in 2013.

2.3 CAMPUS SUSTAINABILITY COMMITTEE

The Sustainability Action Team was largely responsible for overseeing the development of this SMP. Academic Policy 2510 identifies the SAT as a college-wide administrative committee with representation from administrators, faculty, classified staff, students, and community members. This committee shares in overseeing College operations. According to AP 2510, the committee,

“Identifies and develops strategies and initiatives for improving the college’s self-sufficiency, demonstrating a greater sense of environmental and social responsibility, improving literacy of

sustainability issues, and strengthening related partnerships within the broader community. Implements Strategic Plan objectives related to sustainability.”

Additionally, the committee actively monitors a number of sustainability programs and plans.

The Superintendent/President serves as the SAT chair.

2.4 THE POLICY CONTEXT OF SUSTAINABILITY PLANNING

Sustainability can provide environmental, economic, and social benefits to campuses. However, there are other motivations for FRC to pursue sustainability practices. California has lead efforts to establish policies and standards for environmental protection and reducing greenhouse gas (GHG) emissions that contribute to climate change. In 1970, the State adopted the California Environmental Quality Act (CEQA) to inform governments and the public about potential environmental impacts of projects, and to mitigate such impacts. From 2005 onward, legislation has been passed to directly regulate GHG emissions using incentive mechanisms, cap-and-trade programs, and mandatory reporting while encouraging voluntary activities such as purchasing emissions offsets and offering renewable energy certificates. Compliance with state policies and regulations regarding these issues is an important factor for consideration by FRC.

The following table outlines the numerous policy and regulatory drivers that contributed to the creation of the SMP. (See Appendix A for additional policies and more on these drivers).

Region	Policies/Regulatory Drivers	Significance for Sustainable FRC
Campus	Strategic Plan 2010-2013 <i>Goal 3.5; Objectives 3.2.6, 3.4.6, 3.5.1, and 3.5.2</i>	Describes sustainability as one of four core themes guiding the campus’s future.
Local	Plumas County General Plan	Highlights the support of local businesses and food systems, alternative transportation, energy independence, and sustainable agriculture and forestry.
State	CCC Board of Governors Energy and Sustainability Policy, 2008	Sets goals for each campus to reduce energy consumption from 2001-02 baseline by 15 percent by 2011-12; sets goals for minimum efficiency standards of new construction and renovation projects, and for energy independence through the pursuit of energy efficiency projects.
	California Education Code of 2010 Sections 8700 – 8707	Outlines the role of education in building attitudes/ethics of care toward the environment, and the importance of integrating sustainability into education.
	Executive Order S-3-05, 2005	Introduced GHG emission reduction strategies and the long term goal of reducing GHG emission to 80 percent below 1990 levels by 2050.
	AB 32: California Global Warming Solutions Act of 2006	Mandates that Greenhouse Gas emissions levels be capped at 1990 levels by 2020.
	State Model Integrated Waste Management Act (IWMA)	Requires state agencies and large facilities to divert at least fifty percent of solid waste from disposal facilities and submit

		an annual progress report.
	State purchasing recommendations sections 12400-12404	Advises for the “procurement or acquisition of goods and services that have a lesser or reduced effect on human health and the environment.”
Federal	Executive Order 13423 of 2007 and Executive Order 13514 of 2009	Commits federal agencies to the integration of sustainable practices and the reduction of greenhouse gasses.
Global	U.S. Partnership for Education for Sustainable Development	Promotes educational partnerships and initiatives on sustainability in the spirit of the 2005-2014 United Nations Decade for Education for Sustainable Development.
	2005-14 United Nations Decade for Education for Sustainable Development, Kyoto Protocol, Rio Earth Summit 1992, Durban Earth Summit 2012, World Social Forums 2001-11.	Emphasizes inter-governmental and Citizen Initiatives on Sustainability

SECTION 3.**VISION STATEMENT, GOALS, AND PRIORITIES**

The Sustainability Action Team has developed the following vision statement to guide FRC's sustainability planning efforts.

Feather River College's Sustainability Management Plan embodies the College's commitment to sustainability, and endeavors to improve the institution's self-sufficiency, demonstrate environmental and social responsibility, enhance sustainability literacy, and strengthen partnerships within the broader community.

To realize this vision statement, the SAT has defined the following sustainability goals and priorities. The goals and priorities for the SMP reflect campus needs, interests, and available resources. These goals are the result of a process of prioritizing plans and programs in 2012 by SAT members and other campus contributors. The goals listed are not necessarily ranked by priority. Priorities for all goals and implementation programs are contained in the Implementation Programs and Plans Checklist (Appendix D).

Goal Number	Area of Sustainability	Established Goal
1	Integrating Sustainability into Campus Planning	Continue to work with campus community members to lead the campus in its sustainability efforts making FRC a community and regional leader in sustainability.
2	Improve Energy Practices	Reduce energy consumption from 2012 levels by 5% by 2020. Establish new reduction goals after two years based on activities and additional opportunities.
3	Integrating Sustainability into the Curriculum	Create a sustainability certificate and necessary courses by 2015. Increase online learning offerings by 20% by 2016.
4	Ecological Restoration and Monitoring	Continue care for the campus's natural habitat by supporting restoration and monitoring efforts.
5	Transportation Efficiency	Reduce total staff, faculty, and student vehicle miles traveled (VMT) by 5% from 2012 levels by 2017. Encourage bus use in the county, car-pooling from neighboring communities, and bicycling to campus.
6	Enhance community economic relationships and cooperative sustainable practices	Continue to be a regional leader in inspiring sustainability practices by partnering with regional efforts and showcasing sustainability projects.

SECTION 4.

PROGRAMS AND PROJECTS FOR IMPLEMENTATION

Based on the goals and priorities described in Section 3, the Sustainability Action Team selected the following initiatives, projects, and objectives to improve campus sustainability. This selection is the result of two processes. First, in 2011-12, sustainability consultants independently researched and reviewed FRC's sustainability efforts and potentials. These consultants identified short and long term goals and projects suitable for the campus (short-term goals as five years or less and long-term as greater than five years). Then in Fall 2012, SAT members and invited participants rated each project using a Criteria Analysis Matrix (CAM) using efficiency, feasibility, political acceptance, and strategic direction as the ratings criteria. The purpose of this exercise was twofold: it facilitated dialogue and collaboration, and it assisted the SAT in identifying the most important and manageable sustainability projects. This exercise, which should be revisited annually, helps highlight short and long-term projects. (Appendix B: CAM instructions and results). The programs and projects that emerged in this ranking are also reflected in Section 7 of the California Community College Sustainability Template Planning Checklist Tool, which outlines the action items, responsibilities, schedule, and estimated cost of each program or project, and will be used to manage the implementation process (see Appendix D).

The following programs and projects are numbered to reflect the numbering system outlined in the Template and Planning Checklist Tool. The actions are grouped thematically into areas identified through the prioritization process: Management and Organizational Structure, Energy Efficiency, Facilities Operations, etc. Each initiative includes the corresponding sustainability goals, whether short (ST) or long-term (LT), and actions the College has taken and/or recommendations for action.

7.1 MANAGEMENT AND ORGANIZATIONAL STRUCTURE

In order for FRC's sustainability efforts to succeed, institutional support is necessary, including policy and institutional structures. The College will implement the following programs to meet this requirement.

GOALS:

- Include sustainability language in job announcements. (ST)
- Integrate sustainability into planning and program documents.
- Facilitate campus forums, events, and activities that make FRC's sustainability commitment visible and central to its organizational structure. (ST)

7.1.2.1 *Adopt a District Sustainability Policy (ST)*

The District should demonstrate its commitment to environmental, fiscal, and social sustainability by adopting a Board of Trustees policy that provides a mandate for the Sustainability Action Team and the College to develop and implement this Sustainability Plan. This policy should articulate the mission, vision, and goals of the Board of Trustees and authorize the campus community to develop the necessary plans, programs, and actions required to

achieve them.

7.1.2.3 *Appoint a Campus Sustainability Committee (ST)*

The Sustainability Action Team was established as an administrative, shared governance committee in the 2011-12 academic year, and consists of members from administration, faculty, classified staff, students, and community members. The SAT meets monthly during the academic year to serve as a coordinating body to implement the sustainability initiatives and projects in the SMP and report progress to the campus community.

7.1.2.5 *Employ Sustainability Professionals, as Required (ST & LT)*

Many of the projects identified in the plan may require a level of technical or programmatic expertise not available among District personnel. Where appropriate and feasible, specialists should be hired to assist in the design and implementation of projects to ensure project success. Sustainability language should be incorporated into job announcements, leading to responsibilities and evaluations based, in part, on the campuses' commitment to sustainability. As needed, the SAT will recommend to College administration if specialized professional assistance is required to accomplish the goals of the SMP.

7.1.2.7 *Integrate Sustainability Planning into Campus Master Plans (ST)*

The Strategic and Facilities Plans and sustainability planning must go hand in hand. Elements of the SMP must be incorporated in those plans to reflect the College's sustainability goals. The forthcoming Forest and Wildfire Management Plan, which was paid for by a Resource Advisory Council (RAC) grant, is another key component of sustainability that must be incorporated into campus planning.

7.2 ENERGY EFFICIENCY

GOALS:

- Continue Campus Carbon Auditing. (ST & LT)
- Publicize current and planned energy initiatives. (ST & LT)

7.2.2.1 *Set Energy Efficiency Goals*

Measuring efficiency success depends on creating goals. The key goal is to reduce energy use from the 2012 baseline in two years. The SAT will assist the Director of Facilities and staff with monitoring the energy reduction success of the projects outlined in the Facilities Plan which include: the continuation of installation of occupancy sensors, low wattage lighting, energy efficient computer servers, etc.

7.2.2.2 *Evaluate Mechanisms for the Implementation of Energy Efficiency Projects*

FRC will continue to rely on in-house staff to implement energy efficiency projects. The College will consider consultants, contractors, or other outside experts when needed and continue working with PG&E and the

CCC/IOU Partnership for the identification of energy savings projects on the campus.

7.2.2.4 *Conduct Comprehensive Facility Energy Audits*

The Director of Facilities will continue working with PG&E in prioritizing the campus's energy efficiency needs and potentials by identifying where improvements can be made in which buildings on campus. Buildings that can be integrated into the campus's geothermal loop will be prioritized. Other high-energy use buildings will also be targeted for energy reduction strategies.

7.2.2.8 *Identify and Take Advantage of Grant and Incentive Programs*

FRC will identify and continue to take advantage of energy efficiency and conservation grant and incentive programs, including continued participation in the Community College System Office of Energy and Sustainability Policy incentive (2% for new construction and 3% for modernization projects), and the CCC/IOU Energy Efficiency Partnership incentive program. The College will also take advantage of other grants and funding where appropriate.

7.2.2.9 *Energy Efficient Equipment*

FRC will continue to aggressively pursue a number of projects for improving energy efficiency related to equipment, such as installing energy efficient lighting and lighting controls, installing occupancy sensor power strips, and regularly maintaining and upgrading equipment when possible. The campus will continue to update and improve the efficiency of the ground-source HVAC systems. Creating policy language about purchasing energy efficient equipment should be explored. A campus audit of energy inefficient equipment (such as mini-refrigerators) could be conducted with SAT oversight to identify where elimination or consolidation is possible.

7.3 **FACILITIES OPERATION**

FRC continues to work towards the creation of resource and energy-efficient facilities that serve the campuses' needs and provide a comfortable environment conducive to student learning and workplace productivity. Current and planned activities toward this end are described below.

7.3.2.1 *Encourage and Support Energy Efficiency Training of Staff*

The Sustainability Action Team and Facilities Department will continue to let the campus know about its energy saving measures and work to keep its facilities staff up-to-date on energy-saving potentials and technologies. This will include training opportunities when appropriate. There are many conduits for such training, including the IOU energy centers or Building Operator certification (www.theboc.info). Position-appropriate sustainability orientation should be incorporated into new hire training.

7.3.2.2 *Install Energy Management Systems (EMS)*

The District is pursuing the use of computerized EMS to provide centralized reporting and control of campus

energy related activities where appropriate. The goal of EMS is to achieve optimum energy efficiency to meet the heating, cooling, lighting, and other electrical needs of FRC's facilities. FRC will expand and update its EMS when resources are available.

7.3.2.3 *Adjust Temperature Set Points and Schedule Operating Times*

The campus will avoid overcooling and overheating by raising cooling temperature set points and lowering heating temperature set points. Heating buildings at or below 68°F and cooling at or above 78°F and not setting domestic hot water temperatures above 120°F will be continued to avoid unnecessary energy loss.

7.3.2.5 *Optimize HVAC Equipment Scheduling*

Regular monitoring and maintenance of HVAC equipment scheduling will continue to ensure the system turns off during unoccupied times such as weekends, holidays, and for varying periods each night, except where it would adversely affect instruction, electronic data processing installations, or other scientifically-critical or 24-hour operations.

7.3.2.6 *Activate Energy-saving Features for Appliances and Computers*

The installation of power-saving modes on PCs, copiers, printers, and other office equipment is continuing campus-wide. FRC will continue installing server and desktop virtualization and PC power management systems to reduce computer energy use.

7.4 SUSTAINABLE BUILDING PRACTICES

Construction and renovation projects on the FRC campus are reviewed for impacts on the natural environment and resource efficiency.

GOALS:

- Use local materials and local labor when feasible.
- Ensure that planned renovations reflect economically feasible green building standards.

7.4.2.2 *Implement Sustainable Design Practices*

A Campus Master Plan has been developed with the assistance of NTD Architects, anticipating future bond funding from the state. All new construction projects as well as renovation, maintenance, and repair projects, will be considered in terms of optimum energy utilization, low life cycle operating costs, prioritization of local industry, labor, and materials whenever possible, and compliance with the District's goals and all applicable energy codes and regulations.

Energy efficiency and sustainable design should be addressed early in project planning and design phases to maximize cost effectiveness and should be considered in balance with academic program needs of the project. (Appendix C: Sustainability considerations for new construction and renovation projects).

7.5 ON-SITE GENERATION AND RENEWABLE ENERGY

7.5.2.1 *Evaluate Clean Cogeneration and Renewable Energy Generation*

FRC will continue to be a leader in sustainable energy production through the use of ground source heat pumps. Over 80% of the College's assignable square footage is heated and cooled by geothermal energy. FRC's Campus Carbon Audit evaluated energy use and provided baseline data to inform planning and improvements. Energy efficiency will continue to increase with the installation of occupancy sensors, low wattage lighting, and energy efficient computer servers.

7.5.2.3 *Minimize Greenhouse Gas Intensity of Purchased Electricity*

Close collaboration with PG&E will continue to identify energy-saving initiatives on a regular basis, and a comprehensive energy audit is imminent. Partnerships for sustainable energy generation and use in collaboration with Plumas-Sierra Rural Electric, the Sierra Pacific Industries biomass plant in Loyalton, and Simple Fuels Biodiesel in Chilcoot are in early development.

7.5.2.5 *Identify and Take Advantage of Grant and Incentive Programs*

FRC will continue to identify and take advantage of all grant and incentive programs available for self-generation or renewable energy through the local utilities.

7.6 TRANSPORTATION, COMMUTING, AND CAMPUS FLEET & TRAVEL

An important component of campus sustainability and the reduction of greenhouse gas emissions is reducing Vehicle Miles Traveled (VMT) for students, faculty, and staff commuting to the campus. To do this, the following programs will be implemented.

GOALS:

- Support efforts by the Bicycle Barn to expand bicycle use on campus and in the community.
- Offer enticements for those who use alternative methods of transportation.
- Strengthen campus commitment to Bike to Work Week.

7.6.2.1 *Understand Commute and Travel Patterns*

The campus is getting a better understanding of travel patterns. The results of the 2010 student commuter survey showed that full-time students were making 2.06 trips to campus each day (N = 253), with an average one-way commute distance of 10.76 miles (N = 199). The survey results need to be further analyzed and issues addressed. Many students drive from the campus apartments to central campus. This short-distance vehicle travel is the least fuel-efficient and should be discouraged.

7.6.2.2 *Encourage and Enhance Public Transportation and Ridesharing Options*

Plumas Transit provides service to campus from Quincy and the satellite communities where many students live and the use of this service will continue to contribute to VMT reduction. Campus satisfaction with this system was collected in 2010 and results should be analyzed to determine what might be preventing increased ridership, and those issues could be targeted in an outreach campaign or addressed with Plumas Transit. The campus supports a “Ride Board” for campus members seeking cooperative travel options, but it is not clear how visible it is or whether it is regularly taken advantage of. Creating a carpool matching database for students and staff may be logical through an outlet such as Facebook. A key time to influence travel patterns is at the beginning of the academic year, when habits have not yet been established.

7.6.2.3 *Encourage and Enhance Bicycling Options*

The “Bicycle Barn” loans bikes to campus and community members and provides learning opportunities concerning the building and maintenance of bicycles; these efforts should continue to be supported. The Outdoor Recreation Leadership program sponsors an annual “Bike to Work Week” in early May; again, campus commitment should be strengthened in order to encourage those who use alternative methods of transportation to get to campus.

7.6.2.5 *Enhance Student Distance Learning*

Offering more distance learning via the Internet cuts down on travel to and from campus and increases accessibility of classes to a broader range of students. FRC’s Distance Education Plan describes the campuses’ plan to enhance distance learning opportunities.

7.7 WATER, WASTEWATER, AND SUSTAINABLE LANDSCAPING

The Feather River is the headwaters and the main water source for the California State Water Project. As such, it is an extremely important resource not only for individuals living in Plumas County but for the greater state population. A Sustainable FRC will be characterized by the ecologically sound use of water as it flows through campus and will be dedicated to campus and community education on issues concerning water resources.

GOALS:

- Use native and drought tolerant species in future landscaping projects.
- Install signs in bathrooms & other areas of high water use with suggested conservation methods.

7.7.2.2 *Implement Water Conservation Strategies*

The District should continue its efforts to reduce campus water usage and conserve the purity of campus water resources.

7.7.2.3 *Reduce Storm Water, Sewer Discharges, and Water Pollution*

Storm water and sewer discharges are a prime source of pollutants entering the environment. The livestock, associated heavy machinery, and Fish Hatchery add special challenges and require vigilance. Strategies include reducing storm water runoff and soil erosion, enhancing watershed education across campus, and phasing out

water contaminants.

7.7.2.4 *Adopt Sustainable Landscaping Practices*

Sustainable landscaping practices conserve water, are wildlife friendly, nurture the soil, and provide teaching opportunities. The District should install more projects like the one on the north side of the LRC, which uses native and drought tolerant species.

7.8 **SOLID WASTE REDUCTION AND MANAGEMENT**

Waste reduction is an important component of the campuses' sustainability efforts. Current practice includes recycling and reusing campus waste. Working closely with local waste management providers will improve these efforts.

GOALS:

- Continue and strengthen annual waste audit reporting.
- Conduct campus inventory of hazardous chemicals in use/storage.
- Develop list of 'green' products that may replace hazardous chemicals.

7.8.2.2 *Maximize Programs Offered by Contracted Waste Hauler*

Waste Management, Inc. is FRC's contracted waste hauler which includes trash and recycling pickup. Yard waste is taken to Sierra Pacific Industries (SPI) for incineration in the co-generation plant when possible. FRC will continue to explore food waste composting, improvements to construction and demolition recycling, and improving recycling and waste disposal practices in the campus residence facilities. There is potential for FRC to develop its own programs in these areas through student initiative.

7.8.2.3 *Reduce the Waste Stream to the Landfill*

Waste audits conducted at FRC during 2009, 2010, 2012 and 2013 provided data demonstrating the need for better coordinated and funded efforts in the area of waste reduction. While some reductions have been made in the use of toxic products on campus, ecologically hazardous chemicals are still in use. The continuation and strengthening of annual waste audit reporting is essential to clearly understand our campuses' waste situation. An inventory of hazardous chemicals in use and storage should be conducted, with a goal to begin a phase-out of their procurement and use.

7.8.2.4 *Improve Existing Recycling Programs*

Recycling infrastructure has steadily improved on campus; however, it is not clear whether the practice of recycling (by students in particular) is making significant headway. Currently, recycling bins are located throughout the College and efforts to limit paper are in place, however, processes are inconsistent. An ongoing informational campaign to encourage more recycling, and further, the use of fewer materials that require

recycling in the first place, would be beneficial. Recent issues with bears have caused recycling (and trash) containers to be removed from outdoor spaces. It is imperative to provide convenient and bear-proof recycling and waste receptacles.

7.8.2.6 *Green Waste and Food Waste Composting*

FRC has many opportunities to reduce its waste stream by instituting composting practices for its several sources of green waste (the Eagle’s Nest Cafeteria and Nutrition & Culinary Arts program [food waste, both pre- and post-consumer]; the Agriculture Department and Rodeo Program [livestock manure]; the Fish Hatchery [fish manure]; and grounds [grass clippings and plant trimmings]). Each of these sources requires different treatment, but could serve as a source of valuable soil enrichment that may be appealing to the public. On-site composting requires significant, dedicated staff time and adequate space and these structures and processes will continue to be explored. Continued use of biodegradable utensils and dishware in the campus cafeteria should be supported.

7.9 GREEN PURCHASING

Economic, environmental, and social sustainability is not covered in FRC’s current purchasing policy. While many informal practices speak to these ends, a more formal policy would improve green purchasing practices.

GOALS:

- Increase use of reusable, compostable, and biodegradable products.
- Support local laborers, contractors, companies and businesses.
- Develop list of vendors and contractors committed to sustainable practices.

7.9.2.2 *Green Purchasing Practices*

FRC currently purchases some office paper products with recycled content and ecologically friendly all-purpose cleaners. All toilet paper and paper towels used on campus are Green Seal certified. The College has requested that vendors consolidate trips and ship only “completed orders.” The student group, Students in Free Enterprise (SIFE – now Enactus), has partnered with local businesses to increase regional sustainable economic development and rural entrepreneurship.

The expanded use of post-consumer recycled content in all paper products and an increase in the percentage of regionally grown, sourced, and produced materials and services will strengthen support of sustainable regional economic growth and capacities.

7.10 STUDENT AND CURRICULUM DEVELOPMENT

The FRC campus is situated within 1.2 million acres of the Plumas National Forest, serves as a living laboratory for student learning and inspires curricular innovation. FRC should strive to create opportunities in this natural classroom, as well as involve students in campus sustainability efforts. Through this process the faculty, staff, administrators, and students will be able to work together to become effective agents for positive change.

GOALS:

- Facilitate curricular development around sustainability themes.
- Identify current classes offering sustainability related themes.

7.10.2.2 *Provide Professional Development and Create a Faculty Forum*

Since most curriculum change is driven by faculty, providing opportunities for professional growth for individual faculty members will increase the success of sustainability integration. Flex Hours can be used as an opportunity to hold workshops on sustainability in the curriculum and start the discussion among faculty. In addition, forums and workshops could be held throughout the year for faculty to learn more about sustainability and to create discussions and partnerships between departments to foster development of sustainability in the curriculum. Faculty that take leadership in the integration of sustainability in the curriculum should be recognized.

7.10.2.3 *Utilize Different Pathways to Integrate Sustainability in the Curriculum*

Generally, sustainability can be integrated into the curriculum in three main ways: by adding a component to an existing course, developing a new course, or creating a new certificate or degree program. Courses in the Environmental Studies Department incorporate local sustainability themes, relevant current events, watershed awareness, and training in the application of restoration practices and natural system monitoring. Campus representatives are involved with the Community Food Network which is exploring a “Sustainable Agriculture” course of study and partnering with local small-scale farmers for hands-on educational experiences for students. Many instructors integrate sustainability into their courses and curriculum and encourage the electronic dissemination of course materials.

7.10.2.5 *Training Opportunities for Students*

Internship opportunities through BUS 171 have provided many students with sustainability and environmental oriented employment experience with academic support. These have included Feather River Land Trust, Plumas Audubon Society, High Altitude Harvest Farms, Plumas Transit Biodiesel Project, US Forest Service, and Mountain Passages “Digging In” Program, among others. Faculty, particularly in the Environmental Studies Department, regularly receive and disseminate seasonal job and volunteer opportunity information to students for positions with the US Forest Service, National Park Service, State Parks, and university research projects.

7.11 CAMPUS AND COMMUNITY OUTREACH & AWARENESS

The consistent, regular, and accurate dissemination of information to campus and community constituents through varied mechanisms of communication is essential for the success of the SMP and all sustainability projects outlined herein. Effective communication will enlarge the circle of people willing to contribute their support, time and energy to these efforts.

GOALS:

- Seek sustainability-oriented community partnerships and relationships.
- Attend higher education conferences on the theme of sustainability.

- Establish active membership in sustainability-themed professional and higher education associations.
- Continue Community Sustainability Awards.
- Re-invigorate the Student Environmental Association.
- Encourage co-curricular involvement with Earth Day and Bike to Work Week.

7.11.2.1 *Create a Website Dedicated to Campus Sustainability*

A campus sustainability website exists, but lacks fresh information or regular updating. Thus, a webpage needs to be established that is dedicated to spreading information about sustainability practices, campus news, and the Sustainability Action Team's efforts. It is essential that the webpage is regularly updated with the latest campus developments and provides links to reports about campus sustainability efforts.

7.11.2.2 *Hold Workshops and Presentations*

Open workshops or presentations allow members of the campus and community to stay informed about sustainability activities, ask questions, and participate in decisions. The aim is to establish self-perpetuating campus/community sustainability workshops.

7.11.2.3 *Sustainability Events*

FRC is involved in many local community outreach, education, and partnership initiatives that contribute to the College's reputation as a leader in sustainability. These include Earth Day and Bike to Work Week events, Community Sustainability Awards, Plumas Rural Services Community Food Council, Transition Quincy, and student entrepreneurship opportunities with local businesses in creating sustainable business plans. Celebrations for local, national, or global sustainability events to spread awareness of worldwide sustainability help generate enthusiasm and a sense of unity. There is already a strong tradition of Earth Week activities in coordination with a community ad hoc committee; perhaps this is a natural connection.

7.11.2.4 *Campus Specific Outreach & Awareness*

Posting behavioral reminders about energy and water conservation, reducing and sorting waste, driving less, and encouraging other sustainable habits, along with statistics of wasted energy, water, and gasoline and their associated costs can help encourage behavioral changes in campus constituents.

New Student Orientation has been used as an opportunity to introduce students to FRC's commitment to sustainability and encourage them to become active members of the college and community. Three "Sustainable FRC" newsletters were published and a recognizable "Sustainable FRC" logo was created for publicity; they could be reintroduced.

7.11.2.5 *Community Specific Outreach & Awareness*

Representatives from FRC have attended numerous sustainability themed conferences which provide ample fodder for community outreach upon returning home. Cooperating with our local county and federal government officials, partnering with PK-12 schools, and coordinating with the many non-profit and community organizations

is necessary for enhancing FRC's sustainability efforts and outreach.

7.13 OTHER PROGRAMS AND PROJECTS

7.13.1 Develop natural area management and monitoring plan for oak woodland, conifer forest, meadows, etc.

GOALS:

- Favor native vegetation in campus landscaping.
- Continue to build course offerings that allow for hands on experience in ecological restoration.

The Environmental Studies Department faculty is strongly committed to integrating restoration and monitoring efforts into courses and aims to serve as a catalyst to provide students with practical experiential learning opportunities. Data on campus ecosystems pertaining to water quality and quantity, forest and woodland health, soils, wildlife, and noxious weeds is collected by Environmental Studies classes and will be integrated into a natural area management and monitoring plan for the vast majority of FRC's campus that is undeveloped and "wild." The forthcoming Forest and Wildfire Management Plan will be another key component on this front, as it lays out an action plan to be implemented by Environmental Studies classes and other partners with the ultimate goal of reducing the chance of catastrophic wildfire on campus.

7.13.2 Support the local and regional economy

FRC is located in a very small town, making the campus a critical component of the economic and cultural vibrancy of the community. It is important for the sustainability of our economy that the campus plays a conscious role in supporting local and regional businesses and organizations.

7.13.3 Implement a sustainable campus food system

Goals:

- Develop relationships with local farmers and serve seasonally appropriate options.
- Make voluntary composting accessible to students in cafeteria area.
- Host a "slow food" event highlighting locally sourced and organic products in combination with nutrition awareness.
- Feature dining options that highlight locally produced ingredients, including food produced from the campus greenhouse

Food cultivation and harvesting have a significant impact on the global ecosystem and human health. Plumas County is a viable agricultural area with many resources available to FRC's culinary program and dining services. A Sustainable FRC will develop a food system for the campus community that minimizes waste, is based on locally grown, organic, and healthy food choices, and is integrated as a means to enhance student learning and success.

Activities such as developing relationships with local farmers to serve seasonally appropriate options, making

voluntary composting accessible in the cafeteria, and developing an on-campus organic farm with high country agriculture curriculum are projects to work toward.

SECTION 5.

MEASURE AND REPORT PERFORMANCE

As with any successful program, the ongoing progress and performance of sustainability plan activities should be monitored and compared to goals and criteria. This will require continuous participation of the Sustainability Action Team, college staff, and other participants in the process. To communicate results and ensure transparency and accountability, the results of the Sustainability Management Plan activities should be communicated to the larger campus community on a regular basis.

The following section describes the planned process for measuring and reporting sustainability activities and achievements.

5.1 MEASURING PERFORMANCE

In order to monitor Feather River College’s progress towards its sustainability goals, the Sustainability Action Team plans to collect information on the following key metrics at the regular intervals described below. Metrics to measure progress toward a project’s success (performance metrics) correlate with the description of the projects and plans in Section 4.

Goal	Area of Sustainability	Metric	Baseline	Goal	Measurement Frequency
1	Integrating Sustainability into Campus Planning	Degree to which sustainability is integrated into campus plans.	An audit of existing plans with qualitative assessment of degree of integration.	Increase visibility and integration in campus plans.	Every three years.
2	Improve Energy Practices	Annual campus energy consumption as monitored through meters.	2012 total energy consumption.	Reduce by 5% by 2020.	Annually.
3	Integrating Sustainability into the Curriculum	Work towards adopting practices outlined in Section 3 starting in Fall 2013.	Survey of existing faculty.	Increase online learning offerings 20% by 2016.	Adoption and implementation of practices, ongoing.
4	Ecological Restoration and Monitoring	Number of Environmental Studies courses involved in	Number of existing courses.	Integration of ENVR courses into comprehensive effort.	Annual.

		monitoring and restoration efforts.			
5	Transportation Efficiency	Reduce single occupancy Vehicle Miles Traveled	Existing 2010-11 survey.	Reduce VMT from 2012 levels by 5% by 2017.	Bi-annually.
6	Enhance community economic relationships and cooperative sustainable practices	Number of partnerships and events.	Current status.	Ongoing.	Every three years.

5.2 REPORTING PERFORMANCE

In order to keep the campus community informed of the progress of the Sustainability Management Plan activities, the Campus Sustainability Committee will create a webpage dedicated to sustainability on the Feather River College website. The Sustainability Action Team will continue to meet monthly to review progress and facilitate program implementation outlined in the SMP. Summaries of progress on SMP projects will be updated on the website annually.

5.2.1 CAMPUS WORKSHOPS

The Sustainability Action Team will work with the Professional Development Committee, faculty Flex Coordinator, as well as student groups to hold appropriate workshops or provide training opportunities for all campus members throughout the planning and implementation phases of the project. This will be designed to encourage a two-way dialogue where information is provided to the campus community and feedback is solicited and incorporated into the plan.

SECTION 6.

APPENDICES

APPENDIX A: REGULATORY DRIVERS AND MANDATES

APPENDIX B: CAM INSTRUCTIONS AND RESULTS FROM FALL 2012

APPENDIX C: SUSTAINABILITY CONSIDERATIONS FOR NEW CONSTRUCTION AND RENOVATION
PROJECTS

APPENDIX D: IMPLEMENTATION PROGRAMS AND PLANS CHECKLIST

APPENDIX A: REGULATORY DRIVERS AND MANDATES***Assembly Bill 1493 (The Pavley Bill)***

Assembly Bill 1493, widely known as “The Pavley Bill”, was passed in 2002 and authorizes CARB to establish regulations to reduce the GHG emissions from passenger cars and light trucks by 18 percent by 2020 and 27 percent by 2030 from 2002 levels. This aggressive bill was temporarily blocked by the US EPA in March 2008 and later received a waiver of approval for implementation throughout California in June 2009.

Low Carbon Fuel Standard (LCFS)

The Low Carbon Fuel Standard (LCFS) was established in January 2007 by Executive Order S-01-07 and requires California fuel providers to decrease lifecycle fuel carbon intensity of transportation fuels by 10 percent from 2007 levels by 2020.

California Renewables Portfolio Standard

The California Renewables Portfolio Standard (RPS) was established in 2002 under Senate Bill 1078 and mandated that electrical corporations increase its total procurement of eligible renewable resources by at least 1 percent a year to reach a goal of 20 percent electricity generation from renewable resources. These goals were accelerated in 2006 under Senate Bill 107, which mandated that at least 20 percent of the total electricity sold be generated from renewable resources by the end of 2010. The RPS was further extended in 2008 by Executive Order S-14-08, which required that 33 percent of total electricity sales be generated from renewable resources by 2020.

Senate Bill 97

Senate Bill 97, passed in 2007, required the Governor’s Office of Planning and Research (OPR) to develop and recommend amendments to CEQA Guidelines for addressing GHG emissions related to land use planning. The amendments to CEQA were approved and became effective in March 2010, thereafter requiring all CEQA documentation to include and comply with the new amendments established for addressing greenhouse gas emissions.

Senate Bill 375

Senate Bill 375 was passed in 2008 to reduce GHG emissions caused indirectly by urban sprawl throughout California. The bill offers incentives for local governments to execute planned growth and development patterns around public transportation in addition to revitalizing existing communities. Metropolitan Planning Organizations (MPOs) work with CARB to reduce vehicle miles traveled by creating sustainable urban plans with a comprehensive focus on housing, transportation, and land use. Urban projects consistent with the MPO’s Sustainable Community Strategy (SCS) can bypass the CEQA’s GHG emission environmental review. This provides developers with an incentive to comply with local planning strategies which support the State’s greater effort for overall emission reduction in the land use and transportation sector.

Regional Air Pollution Control Districts (APCD) and Air Quality Management Districts (AQMD)

In 1947, the California Air Pollution Control Act was passed and authorized the creation of Air Pollution Control Districts (APCDs) and Air Quality Management Districts (AQMDs) in every county. APCDs and AQMDs are tasked with meeting federal and state air pollution requirements set by the Clean Air Act and can develop regulations to achieve the necessary public health standards, though these regulations need approval from CARB and the US EPA. APCDs and AQMDs have jurisdiction over businesses and stationary sources of emissions and can offer varying levels of outreach, grants, and CEQA review and technical assistance to interested public and private parties. The APCDs and AQMDs do not have the authority to regulate mobile air pollution sources, which is the responsibility of CARB, and must defer to state or federal regulations provided by the California Air Resources Board and the U.S. Environmental Protection Agency.

APPENDIX B: CAM INSTRUCTIONS AND RESULTS FROM FALL 2012**Instructions to SAT members:**

On the Excel sheets, please go through each area (7.1-7.13) and rate the projects on a scale of 1-5 (with 5 being a high or favorable rating and 1 being a low or unfavorable rating) according to the criteria:

Efficiency: Is the project an efficient use of campus resources? Is the project a good “bang for the buck?” (cost/benefit)

Feasibility: Can the campus feasibly complete this project with available staff resources and achieve its goals?

Political Acceptance: Will people on campus accept /like this project? Will there be buy-in?

Strategic Direction: Does the project fit with the college’s strategic direction (mission and vision, etc.), geographic location, role in the community, etc.?

Save your finished document and email it to Katie as an Excel spreadsheet: sustainability_CAM_feedback(name).

	Efficiency	Feasibility	Political Acceptan	Strategic Direction	PRIORITIZATION AVERAGE	STATUS
Optimize HVAC Equipment Scheduling	4.67	4.67	4.33	3.67	4.33	IN PROGR
Efficient Lighting and Lighting Controls	4.33	3.83	4.33	4.00	4.13	IN PROGR
Activate Energy-saving Features for Appliances	4.50	4.50	3.67	3.83	4.13	IN PROGR
Adjust Temperature Set Points and Schedule O	4.83	4.17	3.67	3.67	4.08	IN PROGR
Integrate Sustainability Planning into Campus M	3.83	4.17	3.33	4.50	3.96	
Set Energy Efficiency Goals	4.00	3.50	4.00	3.83	3.83	
Encourage and Enhance Bicycling Options	3.67	4.50	3.50	3.50	3.79	
Maximize Programs Offered by Contracted Wa	3.83	4.00	3.83	3.50	3.79	
Provide Professional Development and Create a	3.50	4.00	3.67	4.00	3.79	
Encourage and Support Energy Efficiency Traini	4.00	4.00	3.17	3.83	3.75	
Install Energy Management Systems	4.40	3.00	3.80	3.80	3.75	
Campus Specific Outreach & Awareness	3.50	3.50	3.83	4.17	3.75	
Identify and Take Advantage of Grant and Ince	4.17	2.83	4.00	3.83	3.71	
Enhance Student Distance Learning	4.00	3.33	3.67	3.83	3.71	
Community Specific Outreach & Awareness	3.33	3.17	4.17	4.17	3.71	
Encourage and Enhance Public Transportation a	3.67	4.33	3.00	3.67	3.67	
Utilize Different Pathways to Integrate Sustaina	3.60	3.60	3.00	4.40	3.65	
Adopt a District Sustainability Policy	3.64	3.41	3.65	3.80	3.63	
Appoint a Campus Sustainability Committee	3.64	3.41	3.65	3.80	3.63	COMPLETE
Implement Sustainable Design Practices	3.64	3.41	3.65	3.80	3.63	
Green Purchasing Practices	3.64	3.41	3.65	3.80	3.63	
Develop natural area management and monitor	3.64	3.41	3.65	3.80	3.63	
Create a Website Dedicated to Campus Sustaina	3.67	2.83	4.00	4.00	3.63	
Identify and Take Advantage of Grant and Ince	4.00	2.67	4.17	3.67	3.63	
Adopt Sustainable Landscaping Practices	3.67	3.17	3.67	3.67	3.54	
Training Opportunities for Students	2.83	2.83	3.83	4.67	3.54	
Conduct Comprehensive Facility Energy Audits	3.17	3.00	4.00	3.83	3.50	PLANNED
Evaluate Clean Cogeneration and Renewable En	3.00	3.50	3.83	3.67	3.50	
Improve Existing Recycling Programs	3.67	3.33	3.50	3.33	3.46	
Hold Workshops and Presentations	3.50	3.17	3.83	3.33	3.46	
Evaluate Mechanisms for the Implementation o	3.67	2.67	3.67	3.50	3.38	
Implement New and Existing Audit Recommenc	3.67	2.50	3.50	3.83	3.38	
Implement Water Conservation Strategies	3.33	3.50	3.17	3.50	3.38	
Reduce Waste Stream to the Landfill	3.33	3.00	3.83	3.33	3.38	
Sustainability Events	3.00	3.17	3.67	3.67	3.38	
Green Waste and Food Waste Composting	3.50	3.50	3.17	3.17	3.33	
Establish a Purchasing Policy	3.50	3.00	2.67	3.83	3.25	
Reduce Storm Water, Sewer Discharges, and W	3.00	2.83	3.33	3.83	3.25	
Understand Commute and Travel Patterns	2.33	3.67	3.67	3.17	3.21	
Employ Sustainability Professionals, as require	3.00	1.67	2.50	4.00	2.79	

APPENDIX C: SUSTAINABILITY CONSIDERATIONS FOR NEW CONSTRUCTION AND RENOVATION PROJECTS

- Using local industry, materials, and labor when feasible.
- Siting and design considerations that optimize local geographic features to improve sustainability of the project, such as proximity to public transportation, consideration of microclimates, and passive or active solar energy opportunities;
- Durable systems and finishes with long life cycles that minimize maintenance and replacement;
- Optimization of layout and design of spaces to accommodate reconfiguration, with the expectation that the facility should be renovated and re-used (versus demolished);
- Systems designed for optimization of energy, water, wind, and other natural resources;
- Designed to maximize natural daylighting and ventilation;
- Optimization of indoor environmental quality for occupants;
- Utilization of environmentally preferable products and processes, such as recycled content materials and recyclable materials;
- Procedures that monitor, trend, and report operational performance;
- Space should be provided in each building to support an active program for recycling and reuse of materials;
- Design outdoor spaces to minimize parking lots, use permeable pavement, and avoid blacktopping pavement and plant trees to shade parking lots to prevent the heat island effect. Utilize sustainable landscaping practices;
- Any energy-using equipment acquired for the furnishing of new and renovated buildings should be ENERGY STAR® rated or equivalent in accordance with the purchasing policy adopted by the District.

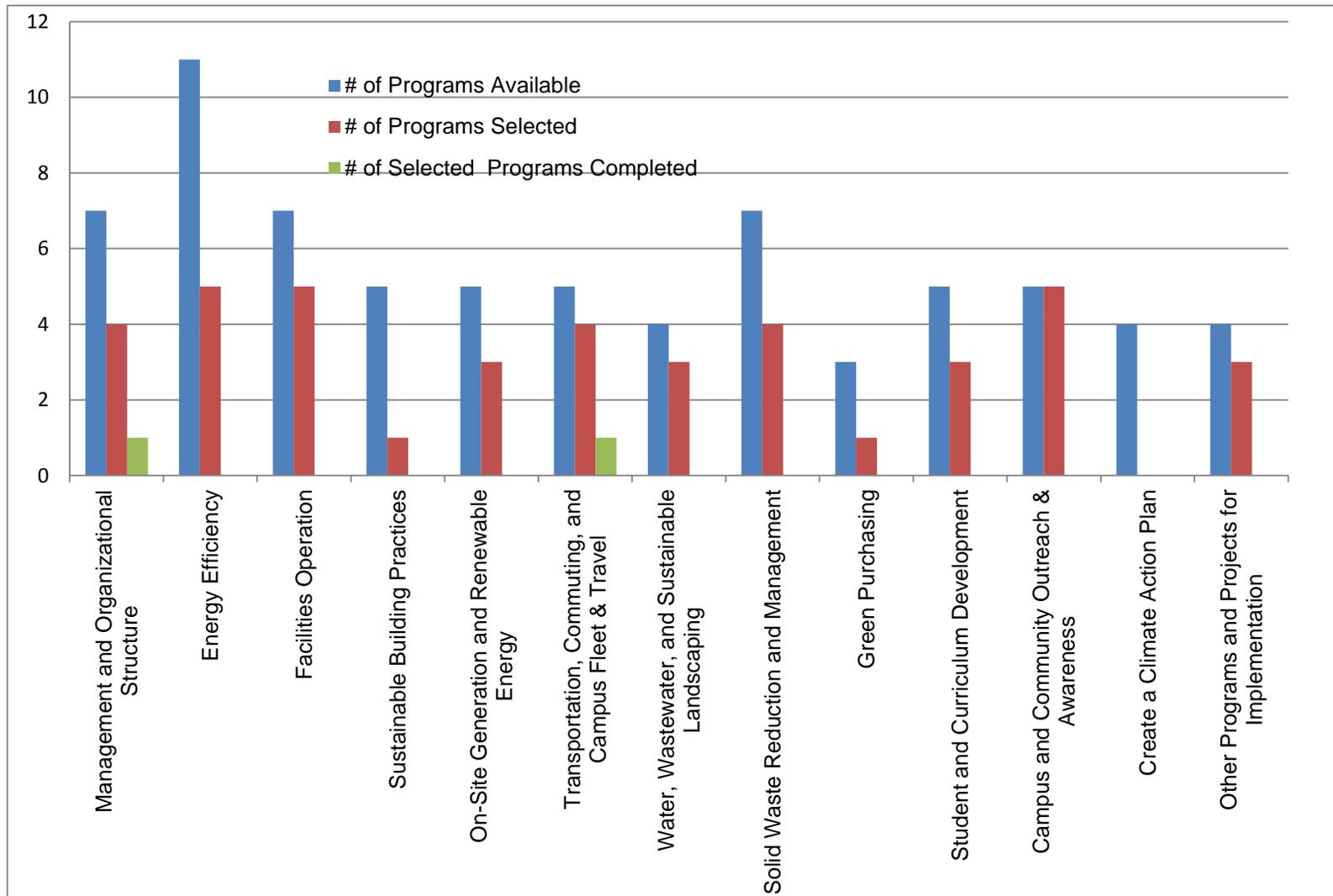
For more green building resources, visit <http://campusgreenbuilder.org>

APPENDIX D: IMPLEMENTATION PROGRAMS AND PROJECTS CHECKLIST

**Sustainability Template Plan Summary
Implementation Programs and Checklist**

District: Feather River College
Campus: FRC
Project: SMP
Date: 8/27/2012

Plan Section	Template Plan Section Description	# of Programs Available	# of Programs Selected	# of Selected Programs Completed
7.1	Management and Organizational Structure	7	4	1
7.2	Energy Efficiency	11	5	0
7.3	Facilities Operation	7	5	0
7.4	Sustainable Building Practices	5	1	0
7.5	On-Site Generation and Renewable Energy	5	3	0
7.6	Transportation, Commuting, and Campus Fleet & Travel	5	4	1
7.7	Water, Wastewater, and Sustainable Landscaping	4	3	0
7.8	Solid Waste Reduction and Management	7	4	0
7.9	Green Purchasing	3	1	0
7.10	Student and Curriculum Development	5	3	0
7.11	Campus and Community Outreach & Awareness	5	5	0
7.12	Create a Climate Action Plan	4	0	0
7.13	Other Programs and Projects for Implementation	4	3	0
Totals		72	41	2



**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District:	Feather River College
Campus:	FRC
Project:	SMP
Date:	8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.1 MANAGEMENT AND ORGANIZATIONAL STRUCTURE			Comments
<input checked="" type="checkbox"/>	7.1.2.1	Adopt a District Sustainability Policy	
<input type="checkbox"/>	7.1.2.2	Appoint a Sustainability Coordinator, Establish an Office of Sustainability	
<input checked="" type="checkbox"/>	7.1.2.3	Appoint a Campus Sustainability Committee	
<input type="checkbox"/>	7.1.2.4	Funding and Resources to Support Sustainability Activities	
<input checked="" type="checkbox"/>	7.1.2.5	Employ Sustainability Professionals, as required	
<input type="checkbox"/>	7.1.2.6	Consider Sustainability in Endowment Investments	
<input checked="" type="checkbox"/>	7.1.2.7	Integrate Sustainability Planning into Campus Master Plan	

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District: Feather River College
Campus: FRC
Project: SMP
Date: 8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.2 ENERGY EFFICIENCY

Comments

- | | | | |
|-------------------------------------|-----------|--|--|
| <input checked="" type="checkbox"/> | 7.2.2.1 | Set Energy Efficiency Goals | |
| <input checked="" type="checkbox"/> | 7.2.2.2 | Evaluate Mechanisms for the Implementation of Energy Efficiency Projects | |
| <input type="checkbox"/> | 7.2.2.3 | Conduct Facility Prioritization Survey | |
| <input checked="" type="checkbox"/> | 7.2.2.4 | Conduct Comprehensive Facility Energy Audits | |
| <input type="checkbox"/> | 7.2.2.5 | Implement New and Existing Audit Recommendations | |
| <input type="checkbox"/> | 7.2.2.6 | Implement Ongoing Energy Monitoring | |
| <input type="checkbox"/> | 7.2.2.7 | Participate in Demand Response Programs | |
| <input checked="" type="checkbox"/> | 7.2.2.8 | Identify and Take Advantage of Grant and Incentive Programs | |
| <input checked="" type="checkbox"/> | 7.2.2.9.1 | Establish an Energy Efficiency Purchasing Policy | |
| <input type="checkbox"/> | 7.2.2.9.2 | Efficient Lighting and Lighting Controls | |
| <input type="checkbox"/> | 7.2.2.9.3 | Install Energy Efficient HVAC Systems | |

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District: Feather River College
Campus: FRC
Project: SMP
Date: 8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.3 FACILITIES OPERATION			Comments
<input checked="" type="checkbox"/>	7.3.2.1	Encourage and Support Energy Efficiency Training of Staff	
<input checked="" type="checkbox"/>	7.3.2.2	Install Energy Management Systems	
<input checked="" type="checkbox"/>	7.3.2.3	Adjust Temperature Set Points and Schedule Operating Times	
	7.3.2.4	Optimize Building Occupancy Scheduling	
<input checked="" type="checkbox"/>	7.3.2.5	Optimize HVAC Equipment Scheduling	
<input checked="" type="checkbox"/>	7.3.2.6	Activate Energy-Saving Features for Appliances and Computers	
<input type="checkbox"/>	7.3.2.7	Pursue Monitoring-Based(MBCx)/Retro-Commissioning (RCx)	

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District: Feather River College
Campus: FRC
Project: SMP
Date: 8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.4 SUSTAINABLE BUILDING PRACTICES

Comments

- | | | | |
|-------------------------------------|---------|---|--|
| <input type="checkbox"/> | 7.4.2.1 | Establish a Green Building Standard | |
| <input checked="" type="checkbox"/> | 7.4.2.2 | Implement Sustainable Design Practices | |
| <input type="checkbox"/> | 7.4.2.3 | Use an Integrated Systems Approach in Building Design | |
| <input type="checkbox"/> | 7.4.2.4 | Hire Sustainable Building Design Professionals | |
| <input type="checkbox"/> | 7.4.2.5 | Commission New Buildings | |

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District:	Feather River College
Campus:	FRC
Project:	SMP
Date:	8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.5 ON-SITE GENERATION AND RENEWABLE ENERGY			Comments
<input checked="" type="checkbox"/>	7.5.2.1	Evaluate Clean Cogeneration and Renewable Energy Generation	
<input type="checkbox"/>	7.5.2.2	Evaluate Load Shifting Technologies	
<input checked="" type="checkbox"/>	7.5.2.3	Minimize Greenhouse Gas Intensity of Purchased Electricity	
<input type="checkbox"/>	7.5.2.4	Evaluate Participation in Community Choice Aggregation	
<input checked="" type="checkbox"/>	7.5.2.5	Identify and Take Advantage of Grant and Incentive Programs	

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District:	Feather River College
Campus:	FRC
Project:	SMP
Date:	8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.6 TRANSPORTATION, COMMUTING, AND CAMPUS FLEET & TRAVEL

Comments

- | | | |
|-------------------------------------|---------|---|
| <input checked="" type="checkbox"/> | 7.6.2.1 | Understand Commute and Travel Patterns |
| <input checked="" type="checkbox"/> | 7.6.2.2 | Encourage and Enhance Public Transportation and Ridesharing Options |
| <input checked="" type="checkbox"/> | 7.6.2.3 | Encourage and Enhance Bicycling Options |
| <input type="checkbox"/> | 7.6.2.4 | Improve Campus Fleet & Travel |
| <input checked="" type="checkbox"/> | 7.6.2.5 | Enhance Student Distance Learning |

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District:	Feather River College
Campus:	FRC
Project:	SMP
Date:	8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.7 WATER, WASTEWATER, AND SUSTAINABLE LANDSCAPING		Comments
<input type="checkbox"/>	7.7.2.1	Establish Water Conservation Goals
<input checked="" type="checkbox"/>	7.7.2.2	Implement Water Conservation Strategies
<input checked="" type="checkbox"/>	7.7.2.3	Reduce Storm Water, Sewer Discharges, and Water Pollution
<input checked="" type="checkbox"/>	7.7.2.4	Adopt Sustainable Landscaping Practices

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District:	Feather River College
Campus:	FRC
Project:	SMP
Date:	8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.8 SOLID WASTE REDUCTION AND MANAGEMENT

Comments

- | | | | |
|-------------------------------------|---------|--|--|
| <input type="checkbox"/> | 7.8.2.1 | Create Waste Reduction Goals | |
| <input checked="" type="checkbox"/> | 7.8.2.2 | Maximize Programs Offered by Contracted Waste Hauler | |
| <input checked="" type="checkbox"/> | 7.8.2.3 | Reduce Waste Stream to the Landfill | |
| <input checked="" type="checkbox"/> | 7.8.2.4 | Improve Existing Recycling Programs | |
| <input type="checkbox"/> | 7.8.2.5 | Collect and Sell All Recyclable Material | |
| <input checked="" type="checkbox"/> | 7.8.2.6 | Green Waste and Food Waste Composting | |
| <input type="checkbox"/> | 7.8.2.7 | Adopt Construction and Demolition (C&D) Recycling | |

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

District:	Feather River College
Campus:	FRC
Project:	SMP
Date:	8/27/2012

Priority Implementation Plans Indicated Below

Selected Programs and Plans for Implementation are Summarized Below

Section 7.9 GREEN PURCHASING			Comments
<input type="checkbox"/>	7.9.2.1	Sustainable Food Purchasing	
<input checked="" type="checkbox"/>	7.9.2.2	Green Purchasing Practices	
<input type="checkbox"/>	7.9.2.3	Socially Responsible Purchasing	

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Section 7.10 STUDENT AND CURRICULUM DEVELOPMENT

Comments

- | | | |
|-------------------------------------|----------|--|
| <input type="checkbox"/> | 7.10.2.1 | Create a Sub-Committee in the Academic Senate Devoted to Sustainability |
| <input checked="" type="checkbox"/> | 7.10.2.2 | Provide Professional Development and Create a Faculty Forum |
| <input checked="" type="checkbox"/> | 7.10.2.3 | Utilize Different Pathways to Integrate Sustainability in the Curriculum |
| <input type="checkbox"/> | 7.10.2.4 | Advocate for Change at the Statewide Level |
| <input checked="" type="checkbox"/> | 7.10.2.5 | Training Opportunities for Students |

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Section 7.11 CAMPUS AND COMMUNITY OUTREACH & AWARENESS		Comments
<input checked="" type="checkbox"/>	7.11.2.1	Create a Website Dedicated to Campus Sustainability
<input checked="" type="checkbox"/>	7.11.2.2	Hold Workshops and Presentations
<input checked="" type="checkbox"/>	7.11.2.3	Sustainability Events
<input checked="" type="checkbox"/>	7.11.2.4	Campus Specific Outreach & Awareness
<input checked="" type="checkbox"/>	7.11.2.5	Community Specific Outreach & Awareness

**Sustainability Template Plan
Implementation Programs and Plans Checklist**

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Section 7.12 CREATE A CLIMATE ACTION PLAN			Comments
<input type="checkbox"/>	7.12.5	Make a Commitment to Reduce Greenhouse gas Emissions	
<input type="checkbox"/>	7.12.6	Perform a Campus Greenhouse Gas Inventory	
<input type="checkbox"/>	7.12.7	Create and Execute a Climate Action Plan with Prioritized Greenhouse Gas Reduction Measures	
<input type="checkbox"/>	7.12.8	Regularly Monitor and Report Progress to Campus	