

Climate Action Plan for Richland College

Submitted on September 15, 2009; last updated on October 1, 2009

Climate Action Plan Details

Climate Action Plan	Richland College Climate Action Plan
Date Adopted	September 15, 2009
Graphical Representation of Mitigation Strategies	<i>No information provided.</i>
Graphical Representation of Emissions Trajectory	<i>No information provided</i>

Emissions Targets

Climate Neutrality Target		
Climate Neutrality Target Date	<i>No information provided</i>	
<p>If you have any qualifying statements with regard to the climate neutrality target date, please include them here, and/or if you have chosen "TBD" and not specified a neutrality date, please enter the reason and explain the process for establishing a target date in the future.</p> <p><i>No information provided</i></p>		
Interim Milestone Emission-Reduction Target	Target Date	Baseline
10% reduction in Total Scopes 1, 2, 3 Emissions	by 2015	relative to baseline emissions in 2008
Nonstandard Emissions Targets		
<p>Please enter below any targets that do not fit into the above format.</p> <p>Note: Target and trajectory fields will be populated upon completion of the GHG Inventory for 2008-2009.</p>		

Narratives

Please describe your institution's greenhouse gas mitigation strategies.

Richland's strategies for GHG emissions reduction, along with related projects and timetables, include:

Energy Plan By the end of 2009, an institutional Energy Plan will be completed by Facilities Services, and its results will be used to revise and strengthen this Climate Action Plan (CAP) during Spring 2010.

Performance Contracting Facilities, business/finance, and sustainability leaders will work with an energy service company, or ESCO, to identify and implement physical plant upgrades to aggressively but affordably reduce levels of energy use, cost, and emissions--upgrades that will be paid for over time through the savings they produce.

Distance Learning Since 2005-2006, student contact hour totals for Richland's distance learning classes have grown by 140% overall and by 103% as a percentage of total enrollment. Along with quality of instruction, student engagement, and student success/retention, commuting-related GHG emissions reduction targets will help guide the expansion of this program.

Room Use College administration realized more than a year ago that more efficient use of rooms could increase building security while reducing energy consumption. Since then, progress has been continual. As a result, Facilities Services is able to shut down HVAC systems earlier on some weekdays and all day on some weekends.

Rideshare Service A web-based rideshare service for DCCCD students and employees, provided by AlterNetRides, will go live during the Fall 2009 semester.

Student Transportation The Student Transportation Initiative has led to a grant from the Kohlberg Foundation, which will be used to carry out a social marketing study and campaign, with the goal of shifting students' commuting habits from driving alone to ridesharing and use of public transit.

Employee Transportation Promising developments include a new online rideshare service, expanded opportunities for telecommuting and work schedule adjustment, and the potential for implementing transportation spending accounts.

Please describe your institution's plans to make sustainability a part of the curriculum for all students.

Climate change has made its way into instruction at Richland to a significant degree. Faculty members of many disciplines, including the sciences, English, economics, government, graphic arts, sociology, philosophy, and journalism, have made those connections in ways that enrich the teaching/learning experience. Further, multi-disciplinary Learning Communities, the Associates degree Capstone Experience, and Richland Collegiate High School Senior and Junior Projects have proven to be effective vehicles for integrating climate and other 3BL issues in creative ways that awaken students to the impact such issues will have on their lives. The college is also developing programs related to sustainability, including new credit programs in Environmental Systems Technology and Energy Management as well as continuing education and workforce

training programs for green jobs.

The wider infusion of climate into curricula remains challenging, particularly as it makes contact with other, more established elements such as academic freedom, discipline boundaries, and textbook selection. Nevertheless, changes in the district core curriculum incorporate sustainability concepts and courses. The connections are there to be made in essentially every course and discipline and, although there is not as yet an overarching structure for facilitating them, important building blocks are in place:

- The college's vision statement, its commitment to the 3BL, and the GREENRichland Commons, all of which serve to keep the 3BL squarely in view
- The new GHG emissions reduction KPI, which will do the same for climate action
- A newly proposed initiative for taking the GREENRichland Commons into classes through an overall focus on local/regional sustainability issues
- A proposed opportunity for DCCCD faculty leaders from various disciplines to participate in a
- Sustainability Across the Curriculum workshop in connection with the district's annual conference day
- Student Life programs that include nationally known speakers and participation in major events like Focus the Nation

Please describe your institution's plans to expand research efforts toward the achievement of climate neutrality.

Not applicable to Richland.

Please describe your institution's plans to expand community outreach efforts toward the achievement of climate neutrality.

The proposed initiative for taking the *GREEN*Richland Commons (please see report for background) into the classroom will be designed to extend into the community as well. In fact, a core purpose for the program is to connect classroom and community in ways that make sustainability real for students while providing support for community groups and organizations that represent one or more dimensions of the 3BL: social, economic, and/or environmental. The number of such organizations in the Dallas area is practically countless, including those representing environmental issues, ethnic communities, support for the poor and disenfranchised, the arts and humanities, and local businesses, and there are Richland programs already in place through which such experiential learning experiences are facilitated, such as a strong service learning program and a wide range of existing relationships with commercial, environmental, and social groups/organizations. These programs serve more than 800 students annually.