

B.10.1.1 (Procedure) Environmental Sustainability

Responsible Department: Chancellor's Office

Based on Board Policy: **B.10.1** Environmental Sustainability

Approved: 5-23-12

Last Amended: 4-26-16

The following are the procedures, guidelines and performance measures for promoting sustainability at all facilities within or operated by the College District. All College District expenditures shall comply with the sustainability policy.

Scope

The College District will achieve its sustainability goals by pursuing six areas of focus:

- 1) Greenhouse Gas Emissions,
- 2) Water Conservation,
- 3) Air Quality,
- 4) Construction,
- 5) Sustainability Literacy, and
- 6) Procurement.

These areas of focus are applicable to all campus and district department functions and activities.

1 Greenhouse Gas Emissions

As signees of the American College and University Presidents' Climate Commitment, the district has publicly acknowledged its climate impacts and committed to heavy reductions in emissions. Greenhouse gases are emitted from the following district activities:

Electricity use

Natural gas use

Fleet and landscaping fuel use

Landfilled waste and recycling

Fertilizer use

District-sponsored airfare

HVAC chemical disposal

Student, faculty, and staff commuting

Renewable energy generation and tree-planting, among other activities, can be used to offset the total greenhouse gas emissions of the district.

1.1 Greenhouse Gas Emissions Reductions

1.1.1. Goals

The 2050 goal is to become carbon-neutral district-wide. This means a drastic reduction in greenhouse gas emissions, and/or investment in greenhouse gas offsets. The medium-term 2020 goal is to reduce emissions by 30%.

1.1.2. Methods and Standards

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Below are a list of methods for achieving greenhouse gas reduction goals. It is at the discretion of the facilities department to prioritize and select the best strategies for greenhouse gas emission reductions on an annual basis. The below methods are existing opportunities for reductions, but as technologies change and new opportunities arise, the existing procedures should not be an obstacle to pursuing better reduction strategies. All below methods are stated with the baseline assumption that building electricity and natural gas sub-metering is complete, and large energy users (HVAC, lighting, etc.) are sub-metered as needed.

Energy (Natural Gas and Electricity)

Energy efficiency strategies include investment in:

- Continuous Commissioning
- LED lighting retrofits
- PowerSave software installation
- Increasing building seal and tightness
- Reducing solar heat gain through windows and roofs
- Behavioral energy conservation
- Reducing unnecessary plug loads
- Installing automatic lighting controls
- Building use optimization
- Replacing inefficient appliances

Energy offset strategies include:

- Renewable energy investment
- Renewable energy credit purchases
- Lease rooftop space for renewable energy

Gasoline and Diesel Fuel

Strategies to reduce fuel burning include:

- Telecommuting options
- Manual and efficient landscaping equipment
- Manual and efficient housekeeping equipment
- Electric vehicle and cart purchases

Landfilled waste and recycling

Strategies to reduce landfilled waste and increase recycling include:

- Recycling education
- Food service area composting

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Inventive reuse

Procurement restrictions

Increased recycling bin deployment

Composting and mulching 100% of plant debris and grass clippings

Fertilizer use

Strategies to reduce added fertilizing include:

Planting hardy, native plants

Planting nitrogen-producing plants

Monitor fertilizer run-off and adjusting accordingly

Using nutrient-rich recycled water for irrigation

Composting and mulching 100% of plant debris and grass clippings

District-sponsored airfare

Strategies to reduce airfare include:

Budget diversion for other matters

Increased telecommuting software deployment

Stringent event requirements for funding

HVAC chemical disposal

Strategies to reduce HVAC chemical leaks and disposal include:

Improved maintenance monitoring

Reducing cooling rates

Minimizing cooling chemical need and use

Student, faculty, and staff commuting

Strategies for decreasing the greenhouse gas emissions of commuting to and from district facilities include:

Education and promotion of alternative transportation

VIA pass discounts and guidance

Disincentives for parking on campus

Bike routes and racks

Pedestrian connections between campus areas and transportation hubs

Carpool/vanpool initiatives

Shade typical idling zones

Install (free) electric vehicle charging stations

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Allocate prime parking spaces to electric/low emission/hybrid vehicles

Shade electric/low emission/hybrid parking spaces

1.1.3. Performance Measures

Performance will be measured by total tons of campus CO₂-equivalent emissions compared to total 2012 greenhouse gas emissions, as reported to Second Nature. 2012 baseline are listed below:

San Antonio College	30802
St. Philip's College	20835
Palo Alto College	13419
Northwest Vista College	19878
Northeast Lakeview College	10833
District*	4735

*The district baseline is established from 2013 data, the most recent complete body of data available.

Emissions data from contractors, including fleet fuel use, fertilizer use, landscaping fuel use, and HVAC disposal and replacement will be required by the District to be provided to the District.

2 Water

In an effort to minimize the use of precious water resources, the College District is committed to the reduction of water consumption for all uses, including irrigation and domestic purposes. The College District is also committed to sustainable landscaping and grounds design, and maintenance practices that promote the use of drought tolerant, fire safe, and native vegetation types.

2.1 Domestic Water Use Reduction

2.1.1. Goals

The College District has a 30% water reduction goal by 2020, and 70% domestic water reduction goal by 2050.

2.1.2. Methods and Standards

This procedure will require a combination of both the efficient use of water and alternative water resource use outside of domestic water use. Strategies to achieve this are listed in the sections below. It is at the discretion of the facilities department to prioritize and select the best strategies for water conservation on an annual basis. The below methods are existing opportunities for water efficiency, but as technologies change and new opportunities arise, the existing procedures should not be an obstacle to pursuing better strategies. All below methods are stated with the baseline assumption that building and irrigation sub-metering is complete, in addition to other large water users, as needed.

Water Conservation

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Water fixture retrofits

Real-time water monitoring for leaks and maintenance

Irrigation automatic controls

Native and drought-tolerant landscaping plants

Minimizing irrigated land

Fixture timers

Reduce HVAC load

Alternative Resources

HVAC condensate collection

Recycled water use

In-house water reuse

Rainwater catchment

2.1.3. Performance Measures

Water resource conservation will be measured by district total yearly water consumption. The 2012 baseline is reported below in thousands of gallons:

San Antonio College	388,390
St. Philip's College	276,949
Palo Alto College	251,706
Northwest Vista College	256,441
Northeast Lakeview College	137,900
District	516
Total	1,311,902

3 Air Quality

The City of San Antonio is facing probable non-compliance by the Environmental Protection Agency regarding the region's poor air quality. The American Lung Association has given San Antonio a grade of "F" for its air quality. Research has indicated that contaminated air causes multiple health problems, including asthma and diminished lung capacity. The College District is dedicated to preserving a safe and healthy learning environment for students despite this, and will actively monitor and ensure that it is not contributing to indoor or outdoor air quality issues.

3.1 Multi-Variable Indoor Air Quality Monitoring

3.1.1. Goals

All densely occupied space must be equipped with occupant-level indoor air quality monitors

by 2050. These monitors will track VOCs, carbon dioxide, humidity, and temperature levels (LEED v4 Thermal Comfort and Enhanced Indoor Air Quality Strategies credits).

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Using existing duct-level thermal monitoring, mold conditions will be adjusted within one week of identification.

3.1.2. Methods and Standards

On a rolling basis, occupant air quality sensors will be installed in a prioritized manner. Specifically, LEED-EB buildings needing to install monitoring will select devices that measure VOCs. Older buildings that have previously had mold or high potential (determined by age, previous issues, etc.) for air quality issues will also be the first to install.

Alerts will be set that indicate conditions conducive to mold that flag areas in BAC.

3.1.3. Performance Measures

Success will be measured based on the number of completed installations each year. The optimal average annual installation is 10 sensors per year.

Mold control will be measured with existing relative humidity and temperature monitoring systems located at the duct level.

Reductions in mold-inducing relative humidity level incidents will be monitored. The percent of incidents with proper adjustments and follow up in one week will be a success indicator.

3.2 Indoor Air Quality Optimization

3.2.1. Goals

Alamo Colleges will eliminate 100% of its direct controllable impacts on indoor air quality due to cleaning and pest control practices by 2025.

The goals of indoor air quality optimization entail the active reduction of indoor formaldehyde to less than .05ppm, and maintenance of less than 1,000ppm CO₂, less than 1ppm VOCs, and less than 3ppm CO (in accordance with IAQ Index). In order to achieve this, Alamo Colleges will achieve 100% compliance with the following specifications by 2025:

Use a minimum of 75% (by cost) low-VOC, environmentally-safe cleaning products
(LEED v4 Green Cleaning Products and Materials)

Hire contractors based on their APPA Custodial Staffing Guidelines score (Level 3 or better)

Restrict office air fresheners and replace restroom fresheners with essential oil-based products

Specify integrated pest management practices in 100% of pest management contracts
(LEED v4 Integrated Pest Management)

3.2.2. Methods and Standards

It is at the discretion of the facilities department to prioritize and select the best strategies for increased indoor air quality on an annual basis.

As LEED-EB certifications are pursued, learned economical practices must be integrated as contract amendments to pest management, housekeeping, and landscaping vendors district-wide.

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Indoor air quality will be measured based on occupant complaints. Complaint responses must measure formaldehyde, CO₂, VOCs, and CO, in addition to mold spores and mold variables.

3.2.3. Performance Measures

Success is measured by the per campus annual compliance of pest management, and housekeeping vendor contracts to LEED v4 credits.

Reductions in occupant air quality complaints will be monitored. Compliance, as indicated by specified chemical levels provided in the table below (IAQ Index), will be tested when air quality testing is necessary. Air quality will be rated by its chemical levels and the number of compliant tests will be a success indicator.

The percent of incidents with proper measurement and follow up will be a success indicator.

Category	CO PPM	CO ₂ PPM	VOCs PPM	RADON pCi/L	FORMALDEHYDE ppm	MOLDS
Compliance	<3	<1,000	<1	<4.0	<.05	"Normal" spore types and levels
Marginal	3-<9	1000-<1,200	1-<10		.05-<.1	Elevated levels common molds
Poor	9-25	1,200-5,000	>10	4.0+	.1-<.3	Elevated levels of hydrophilic molds (Stachybotrys, Chaetomium, etc.)
Toxic	>25	>5,000			.3+	

3.3 Outdoor Air Quality Impact Reduction

3.3.1. Goals

Alamo Colleges will eliminate 100% of its direct controllable impacts on outside air quality by compliance with the following specifications by 2025. Outdoor air quality strategies include:

Reducing indoor air pollution, as outlined in 3.2.1.

Annual 5 tree planting and continued wild space preservation (CO₂ offset of approximately 1 ton over 20 years)

Restricting idling on-campus and incentivizing compliance with loading and pick-up area shading; active ticketing for idling

Switch existing landscaping equipment to 100% hand-held, non-motorized and/or alternative-fuel powered equipment

100% of new landscaping equipment must be hand-held, non-motorized and/or alternative-fuel powered equipment (LEED v4 Site management credit)

Specify integrated pest management practices in 100% of pest management contracts (LEED v4 Integrated Pest Management)

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3.3.2. Methods and Standards

It is at the discretion of the facilities department to prioritize and select the best strategies for increased outdoor air quality on an annual basis.

As LEED-EB certifications are pursued, learned economical practices must be integrated as contract amendments to pest management, housekeeping, and landscaping vendors district-wide.

As equipment fails and needs replacement, the district will invest in low-emission equipment on a rolling basis.

3.3.3. Performance Measures

Success is measured by the per campus annual compliance of pest management, and housekeeping vendor contracts to LEED v4 credits.

4 Construction

Buildings constitute almost half of the country's energy use. They are also the environment that the District provides for its students, staff, and faculty. In order to optimize the environment that the District provides for its community, minimize maintenance and operations costs, and reduce the environmental impact of district buildings in an economic manner, it is imperative that building construction and design incorporates sustainability from the beginning. The following procedures detail how the District must approach this in three different new construction categories.

4.1 New Construction

4.1.1. Goals

All new construction is built to achieve a LEED-NC (New Construction) Silver rating or higher.

4.1.2. Methods and Standards

At the time of new construction approval, the design process must begin with the inclusion of a minimum LEED-Silver rating. LEED-Silver rating certification levels average premiums on total construction cost at 0-4% in the U.S. Due to potential learning curves that still exist in San Antonio, the District will not accept a cost of more than 4% than the total construction cost for a LEED-Silver level certified building.

A life cycle cost comparison between a conventional building design with applicable energy code specifications to a LEED building design will be used to determine expected return on investment and payback of LEED on a project-by-project basis.

If the projected payback period via reduced maintenance and operating costs is more than 10 years, the project will not pursue LEED-Silver. If the projected payback is less than 5 years, this assumption will be used on future budget decisions on similar project types at the same level of LEED.

Because the ambitious nature of LEED Platinum level buildings maintain higher premiums for this rating, a life cycle cost analysis will be produced to determine whether or not the building

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will be LEED Platinum.

The life cycle cost analysis will be used to determine expected return on investment and payback.

If the projected payback period via reduced maintenance and operating costs is more than 7 years, the project will not pursue LEED Platinum, and instead pursue a lower rating at a premium no higher than 4% total building construction cost.

The project manager of any new construction project that does not pursue LEED, or pursues a lower LEED rating (gold or certified) must submit an application for exception to the board, detailing practical, economical, or other reasons for this exception.

4.1.3. Performance Measures

Success will be measured by the number life cycle cost analyses that are successfully completed on new construction projects, and their successful impact on the final building design.

Performance analyses will be completed within 2 years after occupancy to ensure actual performance aligns with modeled performance.

4.2 Additions

4.2.1. Goals

All new additions will be healthy, energy- and water-efficient structures which minimize environmental harm and have lower life cycle costs than a conventionally-built addition.

4.2.2. Methods and Standards

There is an option to pursue LEED-NC based on potential operations cost savings and budget allowance. In the case that LEED certification is not pursued, each addition project must still follow the LEED-NC v4 prerequisites and credits below:

Outdoor water use reduction (Prerequisite) Reduce the project's landscape water requirement by at least 30% from the calculated baseline for the site's peak watering month.

Indoor water use reduction (Prerequisite) All newly installed toilets, urinals, private lavatory faucets, and showerheads that are eligible for labeling must be WaterSense labeled

Building-level water metering (Prerequisite) Install permanent water meters that measure the total potable water use for the building and associated grounds. Meter data must be compiled into monthly and annual summaries; meter readings can be manual or automated.

Fundamental commissioning and verification (Prerequisite) Complete commissioning (Cx) process activities for mechanical, electrical, plumbing, and renewable energy systems and assemblies, in accordance with ASHRAE Guideline 0-2005 and ASHRAE Guideline 1.1-2007 for HVAC&R Systems, as they relate to energy, water, indoor environmental quality, and durability.

Minimum energy performance (Prerequisite) Demonstrate an improvement of 5% for new construction, 3% for major renovations, or 2% for core and shell projects in the proposed

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building performance rating compared with the baseline building performance rating.

Building-level energy metering (Prerequisite) Install new or use existing building-level energy meters, or sub-meters that can be aggregated to provide building-level data representing total building energy consumption (electricity, natural gas, chilled water, steam, fuel oil, propane, biomass, etc).

Fundamental refrigerant management (Prerequisite) Do not use chlorofluorocarbon (CFC)-based refrigerants in new heating, ventilating, air-conditioning, and refrigeration (HVAC&R) systems. When reusing existing HVAC&R equipment, complete a comprehensive CFC phase-out conversion before project completion.

Storage and collection of recyclables (Prerequisite) Provide dedicated areas accessible to waste haulers and building occupants for the collection and storage of recyclable materials for the entire building.

Construction indoor air quality management plan (Prerequisite) Develop and implement an indoor air quality (IAQ) management plan for the construction and preoccupancy phases of the building.

Construction activity pollution prevention (Prerequisite) Create and implement an erosion and sedimentation control plan for all construction activities associated with the project.

Quality Views Achieve a direct line of sight to the outdoors via vision glazing for 75% of all regularly occupied floor area.

Minimum indoor air quality performance Meet the requirements for both ventilation and monitoring as specified: <http://www.usgbc.org/node/2612594?return=/credits/new-construction/v4/indoor-environmental-quality>.

Low-Emitting Materials Achieve the threshold level of compliance with emissions and content standards listed on: <http://www.usgbc.org/node/2614095?return=/credits/new-construction/v4/indoor-environmental-quality>.

Integrative Process Beginning in pre-design and continuing throughout the design phases, identify and use opportunities to achieve synergies across disciplines and building energy and water systems. Use the analyses to inform the owner's project requirements (OPR), basis of design (BOD), design documents, and construction documents.

Heat Island Reduction Use roofing materials that have an SRI equal to or greater than the values that can be calculated using the USGBC formula for the high-reflectance area to paved area ratio.

4.2.3. Performance Measures

Compliance will be measured on the number complete life cycle cost analyses that are successfully completed on addition projects, and their successful impact on the final building design.

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Success will be based on the number of LEED-NC certifications out of total addition projects. Alternative compliance will be based on the number of the minimum LEED NC credits and prerequisites that are specified to architect and engineering teams.

4.3 Renovations

4.3.1. Goals

College District renovations of structures will achieve a LEED-EB (Existing Building) rating of Silver. This includes, but is not limited to, floor replacement, upgrade, and redesign project areas greater than 10,000 square feet. All substantial and "gut rehab" projects will follow the LEED-NC rating system, as specified in section 4.1 New Construction.

4.3.2. Methods and Standards

Methods, materials, and systems for meeting the LEED-EB rating system of Silver or higher will be required specifications of the architect.

Final LEED-EB certification will be determined by calculated potential energy and water savings. Return on investment will be calculated and if the building where the project is located does not have a potential to save annually at least 15% domestic water and 15% total energy, the LEED option will not be pursued.

In the case that LEED certification is not pursued, each addition project must still follow the LEED-EB v4 prerequisites and credits below:

Purchasing - facility maintenance and renovation Purchase at least 50%, by cost, of the total maintenance and renovation materials that meet at least the VOC content criteria. Thermal and acoustic insulation, flooring materials and finishes, ceiling materials and finishes, and wall materials and finishes must either be inherently non-emitting or be tested and determined compliant in accordance with California Department of Public Health Standard Method V1.1–2010, using the applicable exposure scenario.

Building-level water metering Have permanently installed water meters that measure the total potable water use for the building and associated grounds.

Building-level energy metering Install new or use existing building-level energy meters or sub-meters that can be aggregated to provide building-level data representing total building energy consumption (electricity, natural gas, chilled water, steam, fuel oil, propane, etc).

Existing building commissioning—analysis Either develop an existing building commissioning plan to effectively inventory and evaluate specific opportunities within the systems being analyzed. Or develop an energy audit plan following the requirements of ASHRAE Level 2, Energy Survey and Analysis, to evaluate efficiency opportunities

Energy efficiency best management practices Conduct an energy audit that meets both the requirements of the ASHRAE preliminary energy use analysis and an ASHRAE Level 1 walk-through assessment identified in the ASHRAE Procedures for Commercial Building Energy Audits or equivalent. Prepare and maintain a current facilities requirements and operations and maintenance plan that contains the information necessary to operate the building efficiently.

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Minimum indoor air quality performance Modify or maintain each outdoor air intake, supply air fan, and ventilation distribution system to meet the outdoor air intake flow rates, using the ASHRAE ventilation rate procedure or a local equivalent, whichever is more stringent and meet the minimum requirements of ASHRAE Standard 62.1–2010, Sections 4–7, Ventilation for Acceptable Indoor Air Quality (with errata), or a local equivalent, whichever is more stringent.

4.3.3. Performance Measures

Compliance will be measured on the number of projects who complete water and energy savings analyses.

Success will be based on the number of domestic water and energy cost savings analyses that contribute to final LEED-EB certification.

Alternative compliance will be based on the number of the minimum LEED NC credits and prerequisites that are specified to architect and engineering teams.

5 Sustainability Literacy

The fastest growing job markets are also the greenest. As a higher learning institution, the District will seek to prepare each of its students through sustainability literacy for the expanding influence environmental considerations have in job market trends. Sustainability literacy will be created through educational opportunities, awareness activities, and by using the district's campuses as models for sustainability. Further, employees of the district will become sustainability literate to further sustainability efforts throughout the district, and to take the message to their homes to affect change in the District's greater San Antonio community.

5.1 Faculty Sustainability Literacy

5.1.1. Goals

All Alamo Colleges faculty will have a working knowledge of what sustainability is, how it is integrated into the College District, and feel empowered to make sustainable decisions in the workplace and classroom.

5.1.2. Methods and Standards

Awareness is the primary medium in which this will be pursued. Sustainability maps, information posting, and kiosks will serve as permanent learning resources for faculty.

The sustainability website will provide faculty-specific tools and resources for learning about sustainability and integrating it into their curriculum. Stipends for online sustainability courses will be given to support faculty learning with the condition that the information will be integrated into coursework. (based on Ball State University program)

Lastly, a sustainability guide with on-campus sustainability tips and district initiative information will be created and used during new employee orientations and during staff development days.

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5.1.3 Performance Measures

Success will be measured by the number of faculty who register and complete sustainability coursework.

In conjunction with Earth Day, annual surveys will be completed to measure the knowledge of District-provided sustainability information.

A final metric is the number of "sustainability resources for faculty" webpage visits and click through rates.

5.2 Student Sustainability Literacy

5.2.1. Goals

Each Alamo Colleges student will leave the colleges with an understanding of the definition of sustainability and the environmental, social, and economic impact they can have by making sustainable decisions. In addition, each student should leave with an understanding of what their primary Alamo College campus does differently to be a sustainable campus.

5.2.2. Methods and Standards

Student sustainability literacy will be achieved annually using a three-pronged method:

- 1) Student Development (SDEV) courses will cover the definition of basic terms (sustainability, recycling, climate change, and efficiency), basic sustainability practices for students while on campus, and discuss the District's sustainability initiatives (Student sustainability Guide). Sustainability points of interest will be incorporated into new student and perspective student campus tours.
- 2) Non-monetary rewards will be offered to faculty for incorporating sustainability into their curriculum. The non-monetary award can be any of a combination of the following: classroom selection, office selection, course schedule selection, an annual or semester award of recognition, parking space, VIA bus pass, Bicycle annual membership, etc. Sustainability will be incorporated in the curriculum as applicable to coursework (e.g. climate change impacts in social science courses, environmental reflection in English and literature coursework, environmental examples and data used in statistics and higher mathematics courses, environmental case studies in any course).
- 3) Student awareness will be created through the availability and continued upkeep of the district's Sustainability webpage. On this page, information on the basics of sustainability and district initiatives will be available, in addition to resources for sustainable habits and decision-making. In addition to the webpage, Earth Day will be observed on all college campuses through events, activities, special edition news and/or blogs, and/or information dissemination. Lastly, permanent resources like sustainability maps, kiosks, and signage will be installed to point out district initiatives and offer students more information on how to make an impact.

5.2.3. Performance Measures

Incoming students will take a sustainability literacy survey that tests their knowledge and

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awareness of the District's initiatives, and environmental practices, during their SDEV coursework.

These surveys will be repeated on an annual, random basis in conjunction with the Earth Day. Sustainability knowledge in three areas (Basics, District Initiatives, and Individual Action) will be compared to initial incoming student results.

Success will dually be measured by number of faculty offices and departments recognized by district-wide sustainability awards and competition results.

A final metric is the number of "sustainability resources for students" webpage visits and click through rates.

5.3 Staff Sustainability Literacy

5.3.1. Goals

All Alamo Colleges staff will have a working knowledge of what sustainability is, how it is integrated into the College District, and feel empowered to make sustainable decisions in the workplace.

5.3.2. Methods and Standards

Sustainability maps, information posting, and kiosks will serve as permanent learning resources for staff. The sustainability website will provide staff-specific tools and resources for learning about sustainability and integrating it into their regular work.

Secondly, departmental or office competitions will be implemented. These can be recycling, electricity, and/or innovation based competitions that result in award recognition and a non-monetary prize. The non-monetary award can be any of a combination of the following: office selection, telecommuting "credits"/days, an annual or semester award of recognition, parking space, VIA bus pass, Bicycle annual membership, ice cream party, etc.

Lastly, a sustainability guide with on-campus sustainability tips and district initiative information will be created and used during new employee orientations.

5.3.3. Performance Measures

Success will be measured by number of staff offices and departments recognized by district-wide sustainability awards and competition results.

In conjunction with Earth Day, annual surveys will be completed to measure the knowledge of District-provided sustainability information.

A tertiary metric is the number of "sustainability resources for staff" webpage visits and click through rates.

5.4 Community Sustainability Literacy

5.4.1. Goals

Become a San Antonio leader and resource for sustainability.

5.4.2. Methods and Standards

EcoCentro will be used as the community sustainability hub for information, learning, and

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networking. Its website will be developed to explain areas of sustainability with a virtual tour of its sustainable components. This tour will be replicated with signage and information at the EcoCentro site.

5.4.3. Performance Measures

Success will be measured by number of staff offices and departments recognized by district-wide sustainability awards and competition results.

In conjunction with Earth Day, annual surveys will be completed to measure the knowledge of District-provided sustainability information.

A tertiary metric is the number of "sustainability resources for staff" webpage visits and click through rates.

6 Procurement

The Board seeks to accept the bid or proposal that represents the best value for the College District in consideration of the environmental impacts of that purchase. This policy applies to the purchase of department property, improvements to real property or services. The College District is committed to and encourages the procurement of products and services that are produced and delivered in an environmentally sustainable manner and that demonstrate, by accounting for products' life cycles, maximum energy and water efficiency, reduced waste, and reduced chemical usage. For this purpose, environmental consideration is part of the normal purchasing procedure for Alamo Colleges with the support of the Purchasing Department and Contract Administration Department.

6.1 Goals

The District has set a medium-term procurement goal that 40% of purchases, services and goods that have an equivalent sustainable option are required to come from recyclable or otherwise determined environmentally-friendly source by 2020. Individual departments have a 30% green purchase goal for 2020. This is based on a 2014 baseline, where 21.2% of items purchased from Office Depot were certified as recycled. By 2050, 100% of purchases with an equivalent sustainable option must be purchased, rather than the conventional option. All departments will be required to ensure that each purchase meets the standards below.

6.2 Methods and Standards

Environmental considerations are part of the criteria weighing guidelines for purchases. The formal procurement solicitation best-value concept will evaluate criteria according to overall combined quality, price, and minimized environmental harm. It is at the discretion of each department to prioritize which green alternatives to select based on best-value. It is at the discretion of the Purchasing and Contract Administration Department to determine if a product qualifies as a green alternative. As technologies change and new opportunities arise, the existing procedures should not be an obstacle to pursuing best-value green alternatives.

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Responsible Department: Chancellor's Office

Based on Board Policy: **B.10.1** Environmental Sustainability

Approved: 5-23-12

Last Amended: 4-26-16

To facilitate sustainable purchasing and help the College District meet its procurement goals, staff and faculty training will be necessary. This training will include information on available sustainable substitutes for commonly purchased equipment including recycled materials (e.g. paper and pens), remanufactured material (e.g. ink and toner cartridges), energy and water efficiency products (e.g. light bulbs), and non-toxic products (e.g. hand soap); and instructions to report green purchases. Additionally, this information will be posted on the sustainability website, and is available at: <http://www.officedepot.com/a/static/guides/buygreen/buygreen/>.

Departments are required to obtain a quote for the sustainably equivalent option of a material, service or good until 2050 when all purchases will be required to be sustainable. The cost of a green purchase will not outweigh the lifetime benefits of the product or service.

A lifecycle analysis should be conducted comparing the costs of the sustainable and standard product.

If two products have an equivalent lifecycle the green product price should not be more than 25% the cost of the standard product.

If the sustainable product exceeds the standard product's lifecycle, an exception request must be submitted to the purchasing department demonstrating that the sustainable product does not produce a benefit greater than its premium cost, if the alternative will not be purchased. It is at the discretion of the Purchasing Department to determine if a thorough analysis has been conducted and if the product selected was the best-value option.

Green purchases will be tracked on a department by department level. Each department is required to track and report its green purchases to the Purchasing Department. A purchase will be considered green, minimizing environmental harm, if it fulfills one of the two criteria below apply. This criteria weighs the green product against a standard product or service.

The purchase is certified according to one of the following standards:

AP Certified Non-Toxic

CPG (EPA Comprehensive Procurement Guidelines) Authorized

CSA (Canadian Standards Association)

DLC Certification

Energy Star

Green Seal

FSC (Forest Stewardship Council Certification)

Office Depot's Eco-Conscious rating

Office Depot's Recycled Content Light Green rating

PEFC (Program for Endorsement of Forest Certification)

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SFI (Sustainable Forestry Initiative)

Water Sense

The purchase has one or more of three environmental benefits, it (1) reduces energy and water use, (2) reduces waste or (3) reduces chemicals. This categorical criteria is further disaggregated below.

Energy and Water Reduction

The following qualities fulfill energy and water reduction:

- Uses renewable energy

- Obtained from local manufacturer/farmer, reducing transportation fuel

- Energy Star/Water Sense certified

Waste Reduction

The following qualities fulfill waste reduction:

- Remanufactured (ink/toner cartridges)

- Made from recycled material (minimum of 30%)

- Item encouraging recycling (bins, bags, boxes)

- Rechargeable and/or refillable,

- Rewritable (CDs and flash drives that reduce paper waste)

- Reusable, re-purposes waste or replaces one-time-use disposables

- Uses alternative fibers to reduce agricultural byproduct waste (sugarcane, straw)

- Minimal use of packaging

Chemical Reduction

The following qualities fulfill chemical reduction:

- Alternative methods to intensive chemical processes and sprays

- Alternative equipment with no or minimal chemical use

- Alternative equipment with no or minimal emissions

- Contains natural, oil-based fragrances

- AP Certified Non-toxic

- Reduced chemicals in disposal

- Low VOC content

- Biodegradable chemical content

Replacement equipment will follow the same criteria as new purchases. If a product causes less environmental harm than the previous product it will be at the discretion of the Purchasing

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Department to determine if it is considered green.

Vendors contracted by Alamo Colleges are required to follow the same sustainability procedures as Alamo Colleges' Departments. Food vendors are required to obtain permission for installing new electrical equipment. Refrigerated equipment will require motion sensors or misers to limit its energy use. Food vendors are encouraged to use, purchase, and sell locally-sourced products.

6.3 Performance Measures

Success will be measured by the percent of annual green purchases made by Alamo Colleges in comparison to total purchases, by cost. The same metrics will be used to track departments individually. Green purchasing made in 2014 will be the baseline for comparison.