

2014 Survey of Maricopa Sustainability Practices Measure what you care about

Why this survey?

In 2010 Chancellor Rufus Glasper signed the American College and University Presidents Climate Commitment (ACUPCC) and simultaneously established, through the Chancellor's Executive Council, a district wide task force to attend to the business of creating a sustainability plan. A critical first step was the conduct of a district wide inventory of practices. A summary of that inventory was published in the [Chancellor's Executive Council Findings and Recommendations 2009](#). That report set the stage for Maricopa's development of a wide variety of strategies, all designed to align with and advance the Maricopa Governing Board goals and fulfill Maricopa's pledge to the goals of the ACUPCC.

This survey serves two purposes: 1) It measures Maricopa progress since 2009, and 2) It provides opportunity by which colleges and the district office can document expansion of efforts.

Process

Each college has identified a Survey Coordinator whose responsibilities are to distribute specific sections/questions (Reduction, Personnel, Curriculum, Community, etc.) to the most appropriate responder at their site, and to monitor progress for completeness, accuracy and timeliness. College Survey Coordinators must submit their survey to Mary Harris and Thomas Williams no later than **February 28, 2014**. Your help in meeting that deadline is greatly appreciated.

As you complete your section of the survey, please be sure to:

- Answer all questions completely
- Provide answers only in the space provided
- Contact your Survey Coordinator early and often if you have questions
- Partially completed survey should be send to the Site Coordinator

Outcomes

Survey results are and will be a critical part of Maricopa's future work, supporting college and district level Climate Action Plans, individual site plans, action plans etc.

Sustainability at Maricopa Community Colleges

Maricopa supports *sustainability* based on the model known as Triple Bottom Line. The model calls us to fuse together environmental responsibility, social justice, and equity, as well as economic viability, to assure decisions are made in full consideration of all three elements.

Thank you for completing this survey and for helping us advance sustainability within MCCCD.

Survey Coordinator and College: Paradise Valley Community College

Reduction – completed by: Jeanette Saxon, Brett Garwood, Michaelle Shadburne

1. Waste

- a. What was the college’s estimated tonnage of solid waste and recyclables for FY12/13? How much change is this from FY11/12. This is the most recent information calculated.

YEAR	Landfilled Waste
	No CH4 Recovery
	Short Tons
2008	492
2009	629
2010	403

- b. What else are you doing to decrease/divert your waste on campus?
- Contracted with City of Phoenix for comingled trash recycling and green waste recycling.
 - Converted trash compactor to manage recycling waste.
 - Provided additional recycling bins and receptacles in all buildings.
 - Hired part time staff dedicated to recycling pickup across campus.
 - Pay for print program was introduced for students.
 - Participated in the paper reduction campaign.
 - Ceased printing college scheduled and catalogs instead informing students with online versions, or postcard mailers.

2. Energy

- a. What efforts have been made toward utility use (electrical, gas, water, etc.) reduction? How are these measured? – Currently not measured.
- Installed new cooling towers and high efficiency chiller system.
 - All rooms are fitted with motion sensors turning off lights when rooms are unoccupied.
 - Installed low usage toilet and urinal fixtures and auto off water faucets.
 - Purchased the first hybrid vehicle for the college vehicle fleet.
- b. What was the college’s average Kwh/Ksf for FY12/13? How much change is this from FY11/12?

PVCC Main and Q Building	2011	2012	2013
kWh Equalized Billing Days	11,832,695	11,327,160	11,885,480
PVCC Main/Q Building sf *	414,166	418,205	430,052
Annual kWh/sf	28.57	27.09	27.64
Annual kWh/ksf	28569.93	27085.19	27637.31

- c. What is your college doing to improve the efficiency of electricity, gas and water usage?
 - Adopted an energy-efficient appliance purchasing policy requiring the purchase of ENERGY STAR certified products in all areas for which such ratings exist.
 - Implementation of Room Use Analysis and consequent consolidation of scheduled classrooms during summer to decrease need to cool multiple buildings.
 - Installed new cooling towers and high efficiency chiller system.
 - All rooms are fitted with motion sensors turning off lights when rooms are unoccupied and installation of CFL bulbs where possible.
 - Kranitz Student Center features zonal heating and cooling thermostats.
 - The Library and Kranitz Student Center are closed on Fridays during the summer semester.
 - Consideration of installation of campus irrigation system with moisture sensors to detect watering need and provide direct application of fertilizers to decrease overall water and fertilizer use.

3. Travel

What efforts have been made toward travel reduction? How are these measured, and what are you doing to improve these? Please list your efforts related to:

a. Students

One of the college planning priorities was to increase the number of online and hybrid course offerings.

- Over 15 new online and hybrid general education or transfer courses were developed and offered in FY 11-12. Over 100 online courses that meet general education and/or transfer were offered each semester.
- For FY 12-13, hybrid and online course options were expanded in multiple disciplines across the college. A new discipline was college level math where hybrid course enrollment increased from 14 students to 74 students and online courses were developed to be offered in the summer and fall semesters. Hybrid and online courses across multiple disciplines also were offered in 12 week and 8 week formats.

b. Employees

- Carpooling parking spots are available and will increase with demand.
- Conferencing calling system introduced so employees can attend district wide meetings locally.

c. Other

- Four complimentary bus passes are received annually (two for students, two for employees).
- Bicycle racks conveniently located around campus.

Personnel – completed by: Michaëlle Shadburne

1. Who at your college is assigned to coordinate sustainability efforts and what is their focus area/s. Include any committees/council or people actively involved. These include all categories of the Triple Bottom Line: Economic Feasibility, Social Justice, Environmental Responsibility.

The area of responsibility is currently not centralized to one person nor one position.

Two of the Paradise Valley Community College Strategic Goals are to empower all students to succeed, and engage and invest in community. Each of the college departments and divisions write operational plans to support these goals. The Office of Student Life, Center for International Studies, Center for Employee & Organizational Learning, academic divisions, and student affairs are actively involved. A college-wide sustainability committee has been in place for several years.

2. Are there groups on campus (student clubs etc.) whose missions are devoted to sustainability? Please list the name/s of the club/s and/or group/s and their accomplishments within the past two years.

The following accomplishments were reported in the Paradise Valley Community College 2011-2012 and 2012-2013 Year-End Accomplishment and Planning reports:

- The Education Department, education classes and students, and a variety of clubs sponsored the Festival of Tales, a literacy day for young children, each semester. Between 900 and 1000 community members attend each semester. Over 100 students set up and coordinate activities.
- Several faculty completed curriculum projects as part of the Civic Responsibility Curriculum Infusion Project.
- Over 200 students attended sessions on Human Trafficking and 64 students attended a Borderlinks presentation. In collaboration with the Library, a year-long focus on Civil Discourse included an installation in the Library and presentations throughout the year.
- Center for International Education sponsored a number of speakers, films, and workshops on civic and global topics that were attended by students and the public.
- Eleven students participated in a study abroad trip to Peru or to Vietnam. Both trips involved service learning. In Peru, students served at several archaeological sites volunteering in a preservationist/conservationist capacity. In Vietnam, students taught English with the use of drawing to university students.
- Early Childhood Education (ECE) students participated in several service learning and volunteer activities in the community. Honors students taking a Child and Family Studies class participated in a community build on the playground of the Vista Colina homeless shelter. The ECE student club members and students in another ECE class sponsored and staffed tables at the Dia de los Ninos festival in Phoenix.
- The Center for Employee & Organizational Learning hosted the annual President's Advance that featured a National Issues Forum on the topic of Shaping Our Future: How Should Education Help Us Create the Society We Want? Over 100 employees were in attendance and participated in this national conversation.
- The End of Semester Event, December 14, 2012, featured a collaboration with Student Life and Paradise Valley Emergency Food Bank to collect over 1000 food and personal hygiene items.
- The Center for Employee & Organizational Learning co-sponsored with the MCCC Center for Civic Engagement and the Maricopa Center for Learning and Instruction, The Democracy Commitment: Engaging Students in Civic Issues and the Community Employee Dialogue Day on March

22, 2013.

- The Healthy Communities Fair held at the Black Mountain Campus with the three campus partners. This April 20th event featured over 40 vendors and 200 participants.
- A number of leadership opportunities involved PVCC students including four who were chosen to participate in the Student Public Policy Forum sponsored by MCCC and eight who participated in the LeaderShape Institute. PVCC is the only MCCC college to offer credit courses in leadership (Emerging Leaders I and II) each semester with 25 – 50 students in each level. Six students participated in the Maricopa Global Leadership Retreat.
- The Commitment to Democracy program was expanded and enhanced. Members of the Young Democrats and College Republicans held a mock debate on positions held by the 2012 Presidential and they held a voter registration drive during September and October, registering nearly 100 students. Student Life held a “Create Your Choice” create a t-shirt event where over 100 students made t-shirts expressing their political views. Students in the Emerging Leaders course created information poster campaigns about each presidential candidate and the major issues. Over 100 students engaged in discussion with the Emerging Leaders students.
- Athletic teams and clubs served the community through a variety of volunteer activities such as Special Olympics, Senior Olympics, canned food drives, Relay for Life, youth clinics, diaper drive, etc. Honors students completed service learning projects in their HUM190 (Honors Forum) class while other Honors students through the Student Honors Advisory Council (SHAC) volunteered on projects including “Adopt A Family,” book drives, building a garden in the South Mountain area of Phoenix, Splash Mob, and Boo at the Zoo, and Festival of Tales on campus. SHAC members sponsored and “Academic Bowl” on campus for students from a Title One school as a culmination event for a tutoring program.
- PVCC piloted a three-semester diversity and inclusion program for students, Diversity Inc., that focused on intercultural communication, diversity, and inclusion issues and skills. MOSAIC was the basis of the training for 12 students who became facilitators working with over 50 students. Service learning was a part of the program.
- Field study was conducted with PVCC and SCC students to the Borderlinks program to better understand their local and global community's issues. Students in SPH245 took a field trip to southern Arizona to experience Hispanic culture and history. Anthropology and archeology students went on a study abroad trip to Cyprus where they completed a service learning project restoring a section of a world heritage site. Other underwater archeology students received national recognition for cleaning trash out of a local reservoir.

Curriculum / Co-Curricular Activities – completed by: Michaëlle Shadburne

1. What academic or occupational courses include a curriculum unit on sustainability (including conservation and social justice)?
 - First-Year Experience Learning Community with ENG101, CPD150, and SOC101
 - SSH 111 Sustainable Cities SUS 110 Sustainable World>
 - COM100 Introduction to Human Communication, COM101 Interpersonal Communication in the Workplace, COM263 Elements of Intercultural Communication, SOC101 Introduction to Sociology.

2. What academic or occupational courses devoted to the topic of sustainability are offered?
Provide enrollment trends in these courses.
 - SSH 111 Sustainable Cities SUS 110 Sustainable World
 - A request was made to PVCC's Institutional Effectiveness (IE) Office. The Information is not available at the time of report submission. The college is focusing on completing HLC Self-study process and the IE Office is focused on self-study work.

3. What degree or certificate programs exist that are related to the topic of sustainability?
Below are the Classes offered at PVCC that are listed on the District Sustainability Certificate.
Required courses: SSH 111 Sustainable Cities and SUS 110 Sustainable World.

We are in the process of adding academic certificates. Karen Fehr is working on adding course offerings so that the District-wide sustainability Certificate (with four tracks) can be offered at PVCC. OPTIONS to complete an additional 9-10 credit hours:

Path One: Earth Systems ASB 100 Introduction to Global Health BIO 105 Environmental Biology
GPH 111 Introduction to Physical Geography GLG 110 Geological Disasters and the Environment
GPH 213 Introduction to Climatology ASB 222 Buried Cities and Lost Tribes

Path TWO: Social, Political, and Economic Treatment of the Earth POS120 World Politics
GCU102 Human Geography ECN212 Microeconomics ASB100 Introduction to Global Health

Path THREE: Coupled Human-Environment Systems ASB222 Buried Cities Lost Tribes
GLG110/111 GLG 110 Geological Disasters and the Environment ASM104 Bones, Stones and
Human Evolution ASB102 Cultural Anthropology GCU121 or 122 World Geography GPH210
Society and Environment)

Path FOUR: Human Transformation of the Earth WED 124 Environmental Wellness (has not been offered in past two years).

4. How are educational resources regarding sustainability promoted/provided at your college (e.g. Signage, Demonstration Areas, Emails, Websites etc.)?
 - Website and course schedules.
 - New Courses are promoted through flyers.
 - An employee learning session was held at PVCC that included promotion of Resources and Ideas for Integrating Sustainability into the classroom.
 - Karen Fehr has participated in the following programs to promote sustainability: 1) Presentation of an employee learning session: Promotion of Resources and Ideas for Integrating Sustainability into the Classroom. 2) Participation on a district-wide subcommittee that worked to develop the district-wide Sustainability Certificate. 3) Serves on the District Sustainability Instructional Council 4) Added SSH 111 Sustainable Cities and SUS 110 Sustainable World to the PVCC course offerings. 5) Participated in the summer program to work on integrating civic responsibilities into the curriculum. Provided lesson plans for other district faculty to use in sustainability courses 6) Created a resource list for sustainability resources through Delicious bookmarking: <https://delicious.com/kfehr>.

5. Green Chemistry and Science Lab Practices

Are there policies in place to reduce the environmental impact and the production of hazardous material in science labs?

Not known at this time.

Community – completed by: Michaelle Shadburne

1. What community partnerships exist to promote sustainability? If none exist, what is being done to create such?
 - Partnered with private company to install electric vehicle charging stations in NE parking lot.
 - WED 124 Environmental Wellness class Spring Semester 2010. Students from this course volunteered in a community event in which they helped to plant trees to revitalize an economically challenged area in south Phoenix.
 - SSH11, Sustainable Cities - Spring 2013. Class members volunteered in a Phoenix event called "Feast on the Street." (<http://feastonthestreet.org/>) The purpose of Feast on the Street was to celebrate our connection to locally grown, locally sources and locally prepared foods in the heart of downtown Phoenix. One student wrote an article for the Puma Press to communicate to other students about his experience with this event and inspire other students to volunteer in their community.
2. What community events related to sustainability or civic engagement (e.g. speakers, films, public forums, etc.) have occurred in the past two years?

The following accomplishments were reported in the Paradise Valley Community College 2011-2012 and 2012-2013 Year-End Accomplishment and Planning reports:

- PVCC hosted community and civic engagement programs including the first Community Conversation on future development of the Northeast Phoenix region; a job fair and foreclosure prevention event hosted for US Congressional District 3 office; a town hall forum for City of Phoenix Council candidates; an interactive tour for state legislators; and the C-SPAN Campaign 2012 Bus Tour.
- The PVCC International Film Festival screened nine films for community members and students with a total of 900 attendees.
- The annual Storytelling Festival brought over 800 community members on campus and demonstrated to children and parents alike that education and reading can be fun.
- PVCC Buxton Library participated in the Maricopa County Library District Summer Reading Program.
- Palomino Elementary School children and their parents attended a free performance of PVCC's Dance Concert that was followed by a question and answer session with PVCC student performers.
- "Rosetta Stone" was provided for community members. During the fall, 306 community members spent 1,751 hours in the English conversation group activities and in the spring, 744 community members participated in 5,587 hours of activities.
- Outreach to the Palomino community and other neighborhood schools was provided by the Counseling Division with a focus on career presentations.
- The annual Desperado LGBT Film Festival brought 450 community members to PVCC for two days of LGBT films and discussions.
- The college continued its partnership with the City of Phoenix Mayor's Office, Neighborhood Services Department and the Phoenix Fire Department in delivering Fire Safety education and Smoke Detector Awareness to Phoenix neighborhoods. Over 1300 homes were targeted, with over 600 smoke detectors and over 650 batteries installed. Approximately 50% of the occupants

were in the 0-5 year old age category.

- The Learning Support Center offered ESL conversation groups for both community members and students for a total of 156 participants in 1,060 sessions and 2,186 hours. 69 community members also used Rosetta Stone ESL software and another 63 participated in the Grammar workshops.

- PVCC's Center for Performing Arts presented dozens of free and low-cost events connecting the community with affordable access to the arts. Over 7,000 people attended 33 theater, 28 music, and four dance performances at the CPA. The First Saturday Concert series drew an estimated 750 audience members for three free concerts. In addition, the CPA was rented 25 times for community events, with audience attendance topping 2,600.

- The college continued to make its assessment services open to the public, and administered 550 tests for community members testing for colleges or institutions other than PVCC.

- PVCC's Wellness program had over 200 participants in more than 12 public wellness workshops on topics such as functional movement screening, body posture and balance, and stress management through Yoga. The Fitness Center had 325 Silver Sneaker participants.

Communication – completed by: Michaelle Shadburne

1. How are sustainability efforts and achievements communicated (e.g. reports, construction improvements etc.) with the college and larger community? What is being done to improve communication?

- College website that reports on facility updates.

- President's Community Council.

- Live 25 facility usage reports.

- Sustainability has become one of PVCC's strategic goals for FY14/15. The sustainability committee will work to develop an operational plan for FY14/15.

2. Does the college maintain a webpage devoted to sustainability? Who is responsible for maintaining this site?

Yes. The sustainability committee is responsible for contributions to this webpage.

Administrative Support – completed by: Jeanette Saxon

1. Which analysis and reporting tools are used to measure institutional sustainability performance (greenhouse gas inventory, Sustainability Tracking Assessment & Rating System (STARS) or other)?

At this point, a consistent process is not in place to measure institutional sustainability performance. A recommendation for this will be included in goals and objectives for FY14/15.

2. What environmental, social, or economic metrics are used to measure institutional sustainability performance?

At this point, a consistent process is not in place to measure institutional sustainability performance. A recommendation for this will be included in goals and objectives for FY14/15.

3. When was the Climate Action Plan adopted? What future goals have been established to achieve climate neutrality?

Paradise Valley Community College adopted the following three ACUPCC TANGIBLE ACTIONS in 2012: 1. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent. 2. Adopt an energy-efficient appliance purchasing policy that requires purchasing of ENERGY STAR certified products in all areas for which such ratings exist. 4. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution.

4. What is being done with the rebates and income through sustainability initiative at your college? Account is being established for FY13/14.
5. What are the budgeted financial commitments of your college to sustainability? The President's Office has committed \$20,000 to support sustainability projects.
6. If you could take your funds not spent/funds saved due to current sustainable practices and reallocate them towards new sustainable practices/goals, what would they be and what would be the environmental impact/cost savings from these actions?"
 - Install the irrigation system referenced above.
 - Promote awareness of trip reduction.
 - Create a sustainability coordinator position.

Facilities – completed by: [Click here to enter text.](#)

1. Communication
 - a. Is there a mechanism for faculty, staff, and students to provide feedback about campus operations to reduce energy consumption or improve the sustainability of the institution?
 - Revising the college sustainability webpage to include this feature for FY14/15.
 - b. Can campus users make suggestions on how to improve sustainability initiatives on campus (recycling, energy consumption reduction, solid waste reduction)?
 - Revising the college sustainability webpage to include this feature for FY14/15.
 - c. What is being done to provide such options?
 - Sustainability has become one of PVCC's strategic goals for FY14/15.
 - The sustainability committee will work to develop an operation plan for FY14/15.
 - Revising the college sustainability webpage to include this feature for FY14/15.
2. What efforts have been made toward sustainable remodeling and construction? How are these efforts communicated to the building occupants?
 - Installed new cooling towers and high efficiency chiller system.
 - All rooms are fitted with motion sensors turning off lights when rooms are unoccupied.
 - Constructed/remodeled three new buildings (Kranitz Student Center, Q Building and Life Sciences) that meet energy-efficient LEED silver standards.
3. Are green cleaning products used, and what procedures are being used?
 - Switched to unbleached paper towels.
 - Switched to green custodial products.

Green Building Design – completed by: [Click here to enter text.](#)

- Does the college have a green building design policy (LEED Silver standard)? List all buildings that have been built to the LEED Silver standard or received certification.

College and Building Name	LEED Certified (Y/N)	LEED Rating or Non-Certified Standard Achieved (certified, silver, gold, platinum)	Remodel or New Construction	Unique Sustainable Feature/s (if any)
*CGCC Ironwood Hall	*Y	*GOLD	*New	*Use of artificial turf
Life Sciences Building – Not LEED certified and new construction.	Choose an item.	Silver Standard	Choose an item.	- Rain-collector roof incorporating water feature design – subterranean retention tanks. - Shaded from direct solar gain during the majority of daylight hours. - Exposed concrete floors and masonry. - High recycle content carpet and tack boards.
Q Building – Not LEED certified and remodel/new construction.		Silver Standard		- Solar tube lighting.
Kranitz Student Center – not LEED certified and remodel/new construction		Silver Standard		- Zonal control of heating and cooling.

*example

Green Purchasing – completed by: Michaelle Shadburne

- Did your college purchase paper, office supplies (recycled content), Energy Star appliances within the past two years.
Energy Star appliances are being purchased for new facilities.

- Does your college have a green purchasing policy? If so, attach or describe. If not, what are you doing to create such a policy?
Not at this time.

Campus – completed by: Michaelle Shadburne

- Are alternative vehicles included in the institution’s vehicle fleet? Are low or zero emission vehicles used for institutional operations? If not, does the college have a plan to increase its alternative fuel vehicle fleet?
PVCC has one low emission Toyota Prius in it’s fleet. PVCC also has 20 electric carts used for on campus transportation of Custodial, IT, and Public Safety staff.
- List the number of vehicles used where these criteria apply and what is the percentage of these vehicles in your fleet?

Make	Model	Year	Fuel
Toyota	Prius	2009	Choose an item.

- Does your campus work with your cafeteria vendor on improving their sustainability options regarding food or operations.
Not at this time. Would like to see this option available district-wide.
- Has the institution been recognized for outstanding sustainability performance or stewardship?
List applicable awards and dates received.
Not at this time.
- Does the college participate in sustainability related competitions (RECYCLEMANIA or Campus Conservation Nationals)? What is being done to engage the campus in sustainability related competitions?
Not at this time. Sustainability has become one of PVCC’s strategic goals for FY14/15. The sustainability committee will work to develop an operation plan for FY14/15.