

Sustainability Action Committee

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Executive Summary

Hibbing Community College utilizes the Higher Learning Commission's AQIP process, which is a pathway utilizing specific action projects which drive continuous quality improvement on campus. This process helps maintain accreditation with the Commission. The two-year process to develop a Sustainability Plan for Hibbing Community College was the outgrowth of an AQIP action project.

This sustainability plan began with an AQIP action project during the 2013 academic year. The first year was spent gathering and reporting data as part of the Association for the Advancement of Sustainability in Higher Education's STARS (Sustainability Tracking and Assessment Rating System) sustainability performance tool. For each of the seventy STARS "measures of campus sustainability," the Sustainability Action Committee directed the collection of information from the following areas: Academics, Engagement, Operations and Planning and Administration. This information was then fed into the STARS Reporting Tool. Hibbing Community College achieved Reporting Status on the assessment.

The completed STARS assessment provided baseline data that were then used to drive the development of the campus Sustainability Plan. The Sustainability Action Committee met on a regular basis during the 2014/15 academic year to identify those areas where campus sustainability improvement might be possible.

Sustainability at Hibbing Community College: A Brief History

In order to gain a better understanding of how campus sustainability at Hibbing Community College has evolved through the years, this historical perspective is offered as a record of such activity. It is hoped that by gaining an appreciation for past efforts, those future participants in campus sustainability will be in a better position to make substantive change.

Academics

*** Diesel Mechanics Program Biodiesel Fuel Meister**

The Fuel Meister is a system that converts waste vegetable oil into biodiesel. It was in operation at HCC in 2007, but has not been operational since. This was a nice collaboration between Culinary Arts and the Diesel Mechanic Program.

*** Surface Water Assessment Grant (SWAG)**

The following is from the successful \$75,000 grant application submitted to the Minnesota Pollution Control Agency (MPCA) in 2009: *The project will be organized by a consortium consisting of Hibbing Community College (HCC), North St. Louis County Soil and Water Conservation District, and MPCA. HCC will lead the project by soliciting and organizing volunteers, enlisting student interns, and providing oversight of sampling, laboratory sample submittal, and data storage in STORET format, all in accordance with MPCA's monitoring guidelines. Training will be conducted by Minnesota Waters, which has been funded by the MPCA through the Clean Water Legacy Act, to train and support those involved in Surface Water Assessment Monitoring Grant projects.* Two HCC students were paid to perform the work, under the direction of faculty from the Biology Department.

*** Teaching and Learning Cohort (TALC): Sustainability**

The initiative was part of a 2009-2010 sabbatical project by Don Graves which, in part, sought to explore strategies that encourage faculty across all disciplines to incorporate or enhance sustainability education into their courses and/or programs. The Funding for the Teaching and Learning Cohort: Sustainability was made possible through Perkins Grant funding for technical program faculty and with administrative funds for liberal arts faculty. Nine faculty members participated in this initial TALC, representing eight technical and academic disciplines: Nursing, Culinary Arts, Business, English, Art, Biology, Solar Photovoltaic and Library. Participants received a \$500 stipend.

*** HCC Core Competencies**

In 2010 the TALC cohort wrote language to be included in HCC Core Competencies under Social and Civic Responsibility. This language was approved by the HCC Curriculum Committee and the campus Academic Affairs and Standards Council: *Awareness of the*

interaction between social, environmental and economic factors, as applied to real world issues in sustainability.

*** Solar Photovoltaic Program**

The Solar Photovoltaic Installers Program was added to the curriculum in 2009, as part of HCC's Electrical Maintenance Program. Students participated in installing HCC's first solar photovoltaics. During 2014 these panels produced 1.546 Mwh on Cardinal Residence Hall, 1.655 Mwh on the campus pole mount system and 1.033 Mwh on the campus training roof. Due to low enrollment, the program's future is unclear.

*** Vendor Miser Purchase and Installation**

Vendor Misers turn off lights and reduce the time that a vending machine's cooling system is in operation. At the time of initial installation, all vending machines on campus had them, except in the residence hall. Funding to purchase the units came from administration and Solar Photovoltaic program students installed them, under the direction of Jesse Dahl.

*** Service Learning: Alternative Spring Break (PDEV 8083)**

Alternative Spring Break is a Service Learning course which brings HCC students to southern communities (usually Florida) to work on Habitat For Humanity projects. This course is a great example of courses that include sustainability as a major focus and introduces students to issues in affordable housing and community service.

*** Charging Up the Curriculum Clean Energy Resource Teams (CERTs) Grant**

A 2011 CERTs grant was designed to bring together community college and high school students, Minnesota-based manufacturers of electric vehicles and solar panels, along with local communities to promote the transition to clean energy electric vehicles. An electric utility vehicle was to be purchased from e-Ride Industries for use as part of the college maintenance fleet and made available for study in technical programs. High school students participating in the Applied Learning Institute were to convert a small truck to an all-electric vehicle and college students in the Solar Photovoltaic Program would install a Silicon Energy solar array for a solar charging station. Only the solar install became a reality, mainly due to budget cuts at the college.

*** Organic Art Trail/Wood-fired Kiln**

Art Department faculty and students designed a project to construct a small trail in the woods between building D and the ceramics building. They created organic art projects along the path that would biodegrade. In addition, brick was collected from a demolition project at Lake Superior College which was used to build a wood-fired kiln to reduce the use of natural gas, traditionally used in kilns. The first student ceramics to come out of this kiln happened in fall semester 2012 during a special campus open house.

*** Sustainability Tracking, Assessment and Rating System (STARS)**

Hibbing Community College submitted its first STARS Report (see STARS in Administration and Planning below) in June of 2014. As part of this assessment, forty-two HCC academic

courses were either courses which have a major focus on sustainability or courses which include sustainability. A list of these courses can be found at <https://stars.aashe.org/institutions/hibbing-community-college-mn/report/2014-06-12/AC/curriculum/AC-1/>.

In order to better gauge which academic courses are sustainability courses or ones that include sustainability topics, the Sustainability Action Committee constructed a form for faculty to use when updating course outlines. The form lists sustainability competencies, which will be helpful in future STARS assessments. The form states the following: *Sustainability is long term cultural, economic, and environmental health and vitality, emphasizing the importance of linking our social, financial, and environmental well-being. We promote the well-being of the current generation without compromising the resources of the next generations. Upon graduation, HCC students in this course are expected to have acquired one or more of the following Sustainable Competencies:* This form was adopted by the Curriculum Committee and the Academic Affairs and Standards Council during spring semester of 2015.

Engagement

*** The Green Team**

The HCC Green Team, made up of individuals from across the campus community, was formed prior to 2005. The team had been working on recycling pickup by the City of Hibbing and obtaining suitable containers. In 2006 they hosted a public sustainability fair, a discussion of global climate change and a showing of the movie “An Inconvenient Truth.” Fun Fest, the Courtyard Project and several other initiatives originated with the Green Team.

*** Upper Midwest Association for Campus Sustainability (UMACS)**

HCC brought a delegation to Decorah, Iowa in April of 2008 for the 2nd Annual Regional UMACS Conference. The delegation represented Culinary Arts, Maintenance, Administration and Biology. The purpose of this trip was to show others on campus what is being done at other institutions in the realm of promoting more sustainable campuses.

*** NHED Sustainability Conferences**

Fall 2009 saw the inception of the NHED Sustainability Conference, conceived on the return trip from the UMACS Conference mentioned above. Hibbing hosted that fall semester, with Mesabi Range, Itasca and Rainy River Community Colleges following in subsequent years.

*** TASC (Toward a Sustainable Campus) Student Group**

This student group was formed in 2009 to engage students in sustainability initiatives on campus. Although it was always a small group (5-6 students), they did some amazing things. One TASC student designed a HCC sustainability logo and posters, along with a promotional Power Point that highlighted TASC initiatives. The group helped write a successful **MN Schools Cutting Carbon** grant that awarded them \$4000 to develop a student bike loan program, the student transit program with the City of Hibbing (subsidizes free bus rides for students) and signage for

carpool-only parking spots. The grant was submitted as a district, with the other four NHED campuses also receiving \$4000. TASC travelled to UMD to participate in their Sustainability Fair in 2009 and met the film producer behind the movie “Who Killed the Electric Car.”

*** Iron Range Earth Fest**

Hibbing Community College students have been participating in the Iron Range Earth Fest in Mountain Iron for the past five years. For three years, students from biology and environmental science classes staffed an energy efficiency booth at Earth Fest, highlighting the progress that HCC has made in reducing its fossil fuel footprint. Students from a variety of HCC courses have since volunteered to help with a variety of Earth Fest needs.

*** New Student Orientation**

A presentation was given at the fall semester New Student Orientation in 2010 to talk with incoming students about sustainability at the college. The presentation mainly centered around energy efficiency initiatives on campus, the bike loan program and student bus transit.

*** Courtyard Redesign Project**

This project stemmed from a desire to make the campus courtyard more inviting to the campus community. Campus Green Team funding was used to purchase materials and plants. The effort was led by staff, faculty and students. Projects included cleaning away brush, planting vegetation and adding an arbor.

*** 2009 Earth Day Sustainability Event**

This event paired the Cardinal 5K Fiesta Run with an Earth Day event for the community. Highlights included an audience participation theatrical performance of the Lorax, special presentations on living off the grid, water sustainability, a sustainability organization showcase and a drawing for a street bike, equipped with baskets and paniers.

*** 2010 Sustainability Fun Fest**

The Sustainability Fun Fest for 5th graders brought over 150 5th graders to campus for a wide range of activities to celebrate Earth Day. This event included staff, faculty and HCC students.

*** 350.ORG Photo Event**

This 2010 project, which paired HCC students, faculty, staff and administration with the Hibbing SHIP (Statewide Health Improvement Program) gathered at the community arena to promote reduced dependence on fossil fuels. The SHIP program was also highlighting its new city bike path. HCC Students rode bikes from the campus to the arena and, along with other participants, arranged their bikes into a giant 350. The Hibbing Fire Department allowed the use of their fire truck ladder to get an aerial shot. The photo was displayed on the 350. ORG website, along with those from other groups around the world!

*** CATS (Cardinal Alliance Towards Sustainability) Student Group**

The CATS student sustainability group replaced TASC and became an official campus student

group during spring semester of 2015. Their first initiative sought to establish a community garden on campus. They wrote a successful Community Sustainability Initiative grant and were awarded five-hundred dollars, as part of the annual Iron Range Earth Fest, sponsored by the Iron Range Partnership for Sustainability.

Operations

*** Lighting Retrofits**

Prior to 2007, the Maintenance Department had begun work on replacing the ballasts in the T-12 tube fixtures to convert them for use with T-8 tubes. The change was designed to substantially reduce electricity usage in campus lighting. Shortly thereafter, work began replacing lighting in the two campus gymnasiums and the theatre. In prior years, the large and small gyms and theater used halogen lighting. Due to the time that it takes halogen bulbs to get to full brightness, gym lights were left on all day. This lighting has been replaced with energy efficient T-5 bulbs, resulting in substantial energy savings.

*** B₃ Benchmarking**

HCC utilizes B₃ Benchmarking, which is a building energy management system with tools and programs for sustainable public buildings in Minnesota, including state, local government, and public school buildings. Energy and Water data are entered monthly by the HCC Business Department to comply with Minnesota State Colleges and Universities policy. B₃ data are vital in assessing energy and water usage through time, as measured against a 2009 baseline. Biennial greenhouse gas reports are generated utilizing these data. This information can be found at the following MNSCU B₃ website: <http://mnscu.b3benchmarking.com/>

*** Clean and Renewable Energy**

HCC has solar photovoltaic arrays as part of the Solar Photovoltaic Installers Program and on the Cardinal Residence Hall. There is a small wind turbine (not grid tied) as part of the Electrical Maintenance Program's student lab. During 2014 these panels produced 1.546 Mwh on Cardinal Residence Hall, 1.655 Mwh on the campus pole mount system and 1.033 Mwh on the campus training roof.

*** Indoor Air Quality**

Hibbing Community College meets regulatory requirements concerning air quality through monitoring and sampling. Safe job practices, which include the use of required personal protective equipment, are followed, if necessary. This is part of the Minnesota State Colleges and Universities' and Northeast Higher Education District's safety protocol. OSHA regulations are also adhered to.

*** American College and Universities Climate Commitment (ACUPCC)**

HCC Administration and the Green Team were instrumental in their efforts to sign the Climate Commitment and in charting a path to climate neutrality. Three greenhouse gas reports (2009, 2012, 2014) have been submitted, a Climate Action Plan was written (2012), which sets a target

date for climate neutrality (2044) and several measures have been taken to reduce greenhouse emissions at the campus. A team, comprised of individuals from key college stakeholders, was set up to address the required steps of the Climate Commitment.

From their website at <http://www.presidentsclimatecommitment.org/>: *The ACUPCC provides a framework and support for America's colleges and universities to implement comprehensive plans in pursuit of climate neutrality. The Commitment recognizes the unique responsibility that institutions of higher education have as role models for their communities and in educating the people who will develop the social, economic and technological solutions to reverse global warming and help create a thriving, civil and sustainable society. ACUPCC institutions have agreed to:*

- * *Complete an emissions inventory.*
- * *Within two years, set a target date and interim milestones for becoming climate neutral.*
- * *Take immediate steps to reduce greenhouse gas emissions by choosing from a list of short-term actions.*
- * *Integrate sustainability into the curriculum and make it part of the educational experience.*
- * *Make the action plan, inventory and progress reports publicly available.*

*** Energy Star Policy**

One of the actions that HCC took as part of the ACUPCC was to write an Energy Star Policy that was Approved at the 1/27/10 Shared Governance Meeting and is worded as follows:

The purpose of this policy is to support campus sustainability at Hibbing Community College. The product procurement process at Hibbing Community College must include consideration of the anticipated energy use and available energy savings regarding those products. Further, all products, appliances, and equipment purchased by Hibbing Community College shall be Energy Star qualified wherever practical and/or possible. These include but are not limited to personal computers, printers, copiers, faxes, laboratory equipment, lighting, refrigerators, and HVACs. In areas for which guidelines are not available, Hibbing Community College will seek energy efficient products. Energy Star is a joint program of the U.S. Environmental Protection Agency and the U.S. Department of Energy helping to protect the environment through energy efficient products and practices. This policy can be found at

<http://www.hibbing.edu/assets/files/pdf/policies/Faculty%20Policies/EnergyStarPolicy012710.pdf>

*** IT Purchasing**

The IT department will purchase electronic equipment that is EPEAT registered or similar, when possible. EPEAT® is the definitive global rating system for greener electronics. It is an easy-to-use resource for purchasers, manufacturers, resellers and others to identify environmentally preferable devices. The EPEAT system combines strict, comprehensive criteria for design, production, energy use and recycling with ongoing independent verification of manufacturer claims.

*** Green Paper/Cleaning Products**

The Maintenance Department at HCC purchases Green Seal paper products and the majority of

cleaning products are also Green Seal certified. Although there is not a formal written policy at this time, the Safety Committee process directs the use of safe /non-toxic cleaning products.

*** E-Waste Recycling Events**

The college has held three e-waste recycling events for the community, utilizing student volunteers from a variety of HCC courses and programs. This effort was primarily organized by the IT Department. The first event resulted in two semi-trailer loads of e-waste: waste not destined for the landfill. There are plans to offer another recycling event in the fall of 2015.

*** Hazardous Waste Disposal**

HCC hires State of MN certified hazardous waste disposal contractors.

*** HVAC (Heating, Ventilation and Air Conditioning) Upgrades**

HCC upgraded the HVAC unit to a new, more efficient system which adding chilled water coils to the office and main building units. Adding the chilled water to these units eliminated the use of the air conditioning units on the upper level and offices area. These units were ‘split systems’ and eliminating these greatly reduced our bottom line energy usage. In 2013 a chilled water coil was installed in the Student Services building and connected to our chiller to feed this system, thus eliminating a 15 ton, 3-phase energy inefficient roof-top unit.

*** Window/Door Upgrades**

Eighty percent of the exterior windows and doors had previously been tempered glass with zero R value. These were replaced with top-of-the-line, energy saving glass and wall panels.

*** LED Lighting**

A retrofit of lighting in the electrical maintenance classroom and the hallway going past the business office included the installation of LED fluorescent-style tubes, thus eliminating the energy inefficient ballasts of glass tubes.

*** Science Lab Retrofit**

During the summers of 2012 and 2013, the science labs in the lower level of Building D were remodeled. Energy efficiency measures included T-8 fluorescent bulbs throughout and occupancy sensors in the hallways. These sensors will turn on when movement is detected, turning off again at a predetermined interval. New fume hoods in Biology and Chemistry labs have resulted in improved air quality for students and faculty. Unfortunately, materials removed from the labs during renovation, were largely landfilled.

*** STARS Assessment (<https://stars.aashe.org/>)**

A Campus Sustainability Advisory Committee was formed in May of 2013 and reconfigured in August, 2013 to oversee the Sustainability Tracking, Assessment and Rating System (STARS) assessment, which was performed during academic year 2013/2014 and to move forward with the development of a comprehensive sustainability plan for the college. STARS is a program of the Association for the Advancement of Sustainability in Higher Education (AASHE), of which Hibbing Community College is a member in good standing. STARS is a framework for

measuring an institution's performance on a diversity of sustainability performance measures. This assessment includes seventy measures of campus sustainability from the following categories: Academics, Engagement, Operations, and Planning/Administration. The STARS assessment was submitted in June of 2014.

*** Culinary Arts**

Food service at HCC, run by the Culinary Arts Program, has a reusable mug discount program. They purchase food and supplies locally, when possible.

*** Recycling**

The campus, in partnership with the city of Hibbing, has a system for recycling the following items: paper, cardboard, metal cans, plastic, batteries and e-waste, thus substantially reducing the amount of solid waste that goes to a landfill.

Planning and Administration

*** Sustainability Coordination**

There is currently release time for Sustainability Coordination at Hibbing Community College.

*** Governance**

HCC students, faculty and staff participate in governance of the institution. Administration meets with Student Senate regularly for input regarding college operations. Faculty participate in college governance in the following ways: Shared Governance, College Advancement Committee and the Academic Affairs and Standards Council. Staff participate in governance through AFSCME meet and confer annual meeting.

*** Diversity and Equity Coordination**

HCC Diversity Officer Duties: a) Develop and implement a campus diversity plan or work plan working closely with college provost aligning with their work plan. b) Assist District Diversity Officer team with long range diversity planning. c) Monitor and document actions/outcomes in alignment with the Northeast Higher Education District Diversity Plan. d) Attend District and System wide Diversity officer meetings. e) Be an associate member of the NHED Intercultural Advisory Council. f) Chair Campus Diversity Committee/team. g) Assist District Diversity officer team in coordinating a professional developmental plan. h) Assist Affirmative Action Officer with setting and tracking Affirmative action plan. i) Collect and Analyze information (i.e. survey, interviews, focus groups) from students, faculty and staff regarding the educational experiences of student of color attending HCC. j) Make recommendations to college Administration regarding services and support leading to improve academic success of student of color. A Diversity Plan for the college was written and instituted in early 2015.

*** Counseling, Referral and Wellbeing Services**

Student counseling is available on a regular basis. The Employee Assistance Program (State of MN) is available for employees. In addition, there is a wellness program as part of the State

Health Plan.

*** Workplace Health and Safety**

Safety and health initiatives include yearly sessions with faculty and staff during regular campus duty days. The campus has a Safety Team which meets regularly.

Sustainability Goals

Academics

- * Increase the number of academic courses in sustainability and courses that include sustainability
- * Enhance institutional learning outcomes in sustainability
- * Utilize infrastructure and operations for multidisciplinary student learning

Engagement

- * Promote co-curricular sustainability programs and initiatives
- * Improve outreach materials and/or publications that foster sustainability learning and knowledge
- * Engage campus in sustainability-related outreach campaigns and orientation
- * Foster collaboration with other Northeast Higher Education District colleges to support district-wide campus sustainability

Operations

- * Continue active participation in the American College and Universities Presidents Climate Commitment
- * Reduce campus energy consumption from all sectors
- * Increase the development and use of clean, renewable energy sources, along with improved energy efficiency
- * Explore opportunities for institution-wide preference to purchase office paper that has recycled content
- * Improve solid waste minimization efforts from all sectors

Planning and Administration

- * Continue sustainability coordination to advise on and implement policies and programs related to sustainability on campus
- * Implement diversity plan



Academics

There is no better place to introduce students to the concepts of sustainability than in the classroom. The 2014 STARS assessment at Hibbing Community College identified forty-two academic courses that either have a major focus on sustainability or in which sustainability concepts are included. Students graduating from HCC, whether from the liberal arts or a technical program, should possess a working knowledge of sustainability.

Efforts that encourage more faculty to include sustainability into their courses should be made, along with a continued emphasis on expanding college-wide or program core learning competencies in sustainability. In addition, the campus buildings and grounds, its student diversity and relationships with the community should serve as living laboratories, evolving into important tools that give students real-world exposure to sustainability.

Academics Goals

- * Increase the number of academic courses in sustainability and courses that include sustainability
- * Enhance institutional learning outcomes in sustainability
- * Utilize infrastructure and operations for multidisciplinary student learning

Increase the number of academic courses in sustainability and courses that include sustainability:

- 1.1 Develop strategies that offer incentives for faculty to expand sustainability course offerings, such as faculty learning cohorts or workshops;
- 1.2 Conduct a sustainability literacy assessment of new students, with follow-up, as a means to drive change in sustainability course offerings;
- 1.3 Encourage faculty to incorporate service learning opportunities in sustainability into their courses;
- 1.4 Lead faculty and student delegation to the 2015 Upper Midwest Association for Campus Sustainability Conference at Bemidji State University, June 18-19; and
- 1.5 Lead faculty and student delegation to the 2015 Association for the Advancement of Sustainability in Higher Education Conference in Minneapolis, Minnesota, October 25-28, 2015.

Enhance institutional learning outcomes in sustainability:

- 1.6 Familiarize faculty with the sustainability course outline form at fall and spring duty days; and
- 1.7 Offer workshops for faculty to develop additional degree, diploma and certificate sustainability learning outcomes for their programs.

Utilize buildings, infrastructure and operations for multidisciplinary student learning:

- 1.8 Conduct a campus-wide inventory of buildings, operations and infrastructure with the potential for serving as teaching tools for multidisciplinary student learning in sustainability;
- 1.9 Produce interpretive signage and materials for a campus-wide living laboratory in sustainability, utilizing buildings, operations and infrastructure; and
- 1.10 Communicate the HCC Living Laboratory in sustainability concept to faculty, students and staff at duty days, orientations and in other campus communications.



Engagement

Of the four categories in the 2015 STARS assessment, engagement was where HCC was most deficient. Many of the individual components of the engagement category are very common sense strategies and the Sustainability Action Team classified many of these as low hanging fruit; strategies that could easily be incorporated into the daily routine of campus life.

These strategies help students connect sustainability to the campus culture and provide students with learning outcomes outside of the traditional classroom. Engagement, however, is not only important for students, but faculty and staff as well. The STARS Technical Manual 2.0 states this quite well: *Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.*

Engagement Goals

- * Promote co-curricular sustainability programs and initiatives
- * Improve outreach materials and/or publications that foster sustainability knowledge and

learning

- * Engage campus in sustainability-related outreach campaigns and orientation
- * Foster collaboration with other Northeast Higher Education District colleges to support district-wide campus sustainability

Promote co-curricular sustainability programs and initiatives:

- 2.1 Include sustainability prominently in new student orientation during fall and spring semesters;
- 2.2 Continue faculty advising and support for Cardinal Alliance Towards Sustainability (CATS) initiatives;
- 2.3 Initiate graduation pledge through which students pledge to consider social, economic and environmental responsibility in future jobs and other decisions; and
- 2.4 Schedule events that help students increase job seeking skills.

Improve outreach materials and/or publications that foster sustainability learning and knowledge

- 2.5 Incorporate sustainability webpage into the HCC website that consolidates information about campus sustainability efforts
- 2.6 Develop and deploy signage that highlights sustainability features around campus;
- 2.7 Produce a guide for incorporating sustainability into the residential life experience; and
- 2.8 Submit one HCC sustainability photo/article to local news outlets each semester.

Engage campus in sustainability-related outreach campaigns and orientation

- 2.9 Hold at least one sustainability-related outreach campaign each year directed at students that yields measurable, positive results in advancing sustainability;
- 2.10 Hold at least one sustainability-related outreach campaign each year directed at faculty and staff that yields measurable, positive results in advancing sustainability; and
- 2.11 Include sustainability in new employee orientation.

Foster collaboration with other Northeast Higher Education District colleges to support district-wide campus sustainability

- 2.12 Resume Northeast Higher Education District annual conferences



Operations

Much of the effort at instilling sustainability into the campus culture at HCC has been in the area of Operations, which includes the college vehicle fleet, improving energy efficiency of its buildings, the use of safe cleaning chemicals, disposing of solid and hazardous waste and numerous behind-the-scenes efforts.

A prime example of the important role that Operations plays is its active participation in the American College and Universities Presidents Climate Commitment, a program dedicated to eliminating net greenhouse gas emissions from a variety of campus operations. Business Office and Maintenance personnel have been strong supporters of this initiative and much progress has been made since Northeast Higher Education District President Sue Collins signed the Commitment in 2009. The Climate Action Group set 2044 as the date for net carbon neutrality at Hibbing Community College. Needless to say, much progress will need to happen and many difficult decisions will need to be made concerning campus greenhouse gas emissions in order to reach this goal.

Operations Goals

- * Reduce campus greenhouse gas emissions from scope 1, 2 and 3 sources
- * Increase the development and use of clean, renewable energy sources, along with increased energy efficiency
- * Explore opportunities for institution-wide preference to purchase office paper that has

recycled content

* Improve solid waste minimization efforts from all sectors

Reduce campus greenhouse gas emissions from scope 1, 2 and 3 sources

- 3.1 Maintain active membership in the American College and Universities Presidents Climate Commitment;
- 3.2 Write ACUPCC 2015 Progress Report and 2016 Greenhouse Gas Inventory;
- 3.3 Complete LED upgrades to Diesel Repair and Automotive shops;
- 3.4 Switch out exterior wall pack lighting on campus buildings;
- 3.5 Remove Building G as part of HCC Right-sizing Project;
- 3.6 Plan upgrade of Energy Management System for campus lighting, office temperature control;
- 3.7 Install carbon dioxide sensors during any new remodels;
- 3.8 Replace hall lighting with LED lighting;

Increase the development and use of clean, renewable energy sources, along with improved energy efficiency

- 3.9 Research options for expanding campus wind and solar photovoltaic energy sources;
- 3.10 Conduct cost/benefit analysis of purchasing/leasing alternative fuel vehicles, such as gas-electric hybrids and 100% electric;
- 3.11 Replace aging maintenance vehicles with more energy efficient models;
- 3.12 Build awareness of the campus Energy Star Policy on energy efficient purchasing of products, appliances and equipment during campus-wide duty days; and
- 3.13 Complete Faronics Power Save computer shut-down installation.

Explore opportunities for institution-wide preference to purchase office paper that has recycled content

- 3.14 Conduct cost benefit analysis of purchasing recycled-content and third party certified office paper when preparing paper purchasing bids;

Improve solid and e-waste minimization efforts from all sectors

- 3.15 Implement solid waste reduction efforts during Cardinal Residence Hall move-out days;
- 3.16 Purchase recycling bins (paper, co-mingled) for Cardinal Residence Hall and provide for the practical storage and removal of collected items;
- 3.17 Develop policy which covers the diversion of non-hazardous construction and demolition waste from campus building and remodeling projects;
- 3.18 Work with St. Louis County Solid Waste Department and architects/contractors working on the removal of Building G as part of the campus Right-sizing Project; and
- 3.19 Hold community e-waste recycling events utilizing state-certified haulers.



Planning and Administration

In order for a campus to make significant progress on its sustainability goals, it is imperative that all areas of the campus community are on board and involved in the process. This participation involves students, faculty, staff and administration. Of these groups, it is the administration that, ultimately, can make a sustainability program successful, for without administrative support, there is little incentive to move forward.

Administration at Hibbing Community College has been an integral part of sustainability efforts on campus, offering not only moral support, but substantive financial resources, as well. The decision to grant release time for sustainability coordination was monumental in setting the tone for the importance of sustainability efforts on campus. Funding was available for stipends for the Teaching and Learning Faculty Cohort discussed above and administrative support has been instrumental in adding solar photovoltaics to our renewable energy portfolio. It was Administration's support that led to the signing of the American College and Universities Presidents Climate Commitment and the resources necessary to implement it.

Planning and Administration Goals

* Continue supporting sustainability coordination to advise on and implement policies and programs related to sustainability on campus

* Implement Diversity Work Plan

Continue supporting sustainability coordination to advise on and implement policies and programs related to sustainability on campus

4.1 Grant faculty release time to maintain the sustainability coordinator position;

Implement Diversity Work Plan

4.2 See Appendix ? for action items in the HCC Diversity Work Plan

