2021 Climate Action Plan

Resiliency, Equity and Education for a Just Transition

Most photos in this plan were taken prior to the COVID-19 pandemic as PCC began remote operations in March 2020. PCC's Health and Safety procedures meet the requirements put forth by the Higher Education Coordinating Commission (HECC), Oregon Health Authority (OHA), Oregon Occupational Safety and Health Administration (OSHA) and the Governor's executive orders.

The content of this publication has not been approved by the United Nations and does not reflect the views of the United Nations or its officials or Member States,

Land Acknowledgement

The campuses and centers of Portland Community College rest on the traditional village sites of Multnomah, Kathlamet and Clackamas bands of the Chinook, Tualatin Kalapuya, Molalla and many other tribes who made their homes along the Columbia River. Multnomah is a band of Chinooks that lived in this area.

We thank the descendants of these tribes for being the original stewards and protectors of these lands since time immemorial. We also acknowledge that Portland, Oregon has one of the largest Urban Native American populations in the U.S. with more than 380 federally recognized tribes represented in the Urban Portland Metropolitan area. We also acknowledge the systemic policies of genocide, relocation and assimilation that still impact many indigenous/Native American families today.

We are honored by the collective work of many Native Nations, leaders and families who are demonstrating resiliency, resistance, revitalization, healing and creativity. We are honored to be guests upon these lands. Thank you, and thanks also to PCC colleagues at Portland State University Indigenous Nations Studies Program for crafting this acknowledgement.

The intent of this land acknowledgment is to name the history of this land, and by doing so bring attention to the many different ways PCC communities have arrived to this land and how this history has shaped the current climate emergency. We acknowledge that this is stolen land that has been degraded by people of colonial cultures and practices, and that PCC must address colonialism to work towards climate justice.

Colonialism remains embedded in many climate change solutions; we acknowledge that the power coming from the large hydroelectric dams in Oregon come from stolen land and that the dams continue to do harm to the river's ecosystem. The State of Oregon has made it clear in its renewable portfolio standard that large hydroelectric sources are not considered renewable. The renewable energy credits PCC has purchased to date come from both wind sources along the Columbia River and a mixture of solar projects that are located on stolen land.

By bringing attention to this history, PCC brings accountability to its climate justice work. It is an active commitment that includes supporting Indigenous sovereignty; promoting honest dialogue around race, racism and colonization; and action to end systemic oppression by interrupting white supremacy culture in the many ways it manifests, degrades and dehumanizes.

Letter from President Mitsui

The year 2020 was a lesson in the interconnectedness of everything. While COVID-19 dominated our public conversation, snippets of our year illustrated how our social, economic and environmental fabric are woven together. In the most devastating way, we experienced how COVID-19 disproportionately affects those who are already our society's most vulnerable and historically marginalized. And in the backdrop of this, public health experts continue to note the vicious cycle created by environmental racism, wherein disproportionate impacts are exacerbated by a global threat. The destruction wrought from the 2020 wildfire season further highlighted how climate change is also disproportionately impacting society's most vulnerable and historically marginalized communities, both globally and here at home. It is clear that the problems we face are systemic and require holistic solutions. We are experiencing the impacts of climate change now and we must mitigate future harm, while doing so equitably.

Globally we all have an obligation to address the climate crisis and work towards meeting the United Nations' 17 goals for the 2030 Agenda for Sustainable Development. PCC has led in this effort locally, by co-founding the Greater Portland Sustainability Education Network (GPSEN). It is one of 166 regional centers for expertise on education for Sustainable Development in the world and is acknowledged by United Nations University. Further, we've advanced the global conversation in higher education climate action as a member of the America Is All In network and through participation in two UN Climate Conferences. We've received accolades for our efforts, including the 2017 Climate Leadership Award for two-year institutions from Second Nature, and have been recognized as a top performer among community colleges reporting to AASHE's STARS. We need to continue to take bold action to confront the global climate crisis in support of a just energy and resources transition. With this climate action plan update, PCC will continue to lead by example locally, regionally and globally. I am proud of PCC for taking action to implement our vision of climate justice, based on an equity-focused transition to a resilient, thriving society with net zero greenhouse gas emissions that addresses historical injustices.

This Climate Action Plan was created by dedicated students, staff, faculty and community members during the global pandemic in 2020 and demonstrates PCC's ability to adapt and be agile while remaining true to our mission. In this plan, we have updated our commitment to achieving carbon neutrality in our own greenhouse gas emissions from 2050 to 2040, which recognizes the global climate justice implications of delayed action for island and coastal communities. This climate action update outlines how PCC will provide sustainability education, support green workforce development, advance community climate justice efforts and train tomorrow's leaders while working towards resilient, carbon-neutral operations over the next five years. It strives to lift student voices in the regional discussion on climate action, while affirming PCC's global commitment to Article 12 in the Paris Agreement to enhance climate change education, training, public awareness, public participation and public access to information. Further, each of the four focus areas align with the college's new Strategic Plan, with equitable student success as the foundation.

PCC President Mark Mitsui

We have less than ten years to limit the most extreme impact of climate change through collective action. This Climate Action Plan keeps us on the path to lead the global community of higher education in climate justice action. While certainly ambitious, this plan is grounded in realistic possibilities and we will work collaboratively across our campuses and centers to implement this climate action plan. The global pandemic has taught us many things—resiliency, creativity and innovation. We learned from the pandemic that we are capable of amazingly agile and equitable change. Our response to the climate crisis shall be just as agile and equitable.

Mark Mitsui

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Executive Summary

PCC's 2021 Climate Action Plan: Resiliency, Equity and Education for a Just Transition is the college's five-year roadmap towards climate justice.

Unified under a shared vision, PCC's 2021 Climate Action Plan establishes a new carbon neutrality goal of 2040 and builds off an impressive amount of work done to date to outline clear pathways for equity-focused climate action to be woven throughout operations, academics, student engagement and future planning.

This Climate Action Plan is part of the college's integrated planning efforts in support of PCC's mission to support student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.

The planning process was led by PCC's Sustainability Department with support from a diverse task force that included more than 80 individuals from the college community. The goals of this planning effort were to:

- center equity throughout the entire process
- foster inclusive stakeholder engagement
- use science-based targets to create actionable steps towards GHG mitigation
- align with previous and ongoing campus planning efforts, as well as with broader efforts and commitments in the region

The development of this Climate Action Plan reflects PCC's commitment to advancing diversity, equity, inclusion and social justice across the college and within the communities it serves. Equity was interwoven throughout the planning process and centered in the resulting goals and strategies through the use of a PCC Climate Action Equity Guide and equity decision-making tools.

In the development of this plan, PCC used science-based targets to update its carbon neutrality goal to 2040. In support of climate justice, PCC reduction targets are aligned with the global need for GHG emissions reduction that will keep global warming below a 1.5°C increase from pre-industrial levels. This CAP also integrates resiliency to address the global climate emergency. Resiliency emphasizes both mitigation and adaptation to climate change and calls for equity-focused responses to climate change since the consequences of increasing global temperatures disproportionately impact populations that have contributed least to the climate crisis locally and globally.

PCC's 2021 CAP has four focus areas, two of which address PCC's GHG emissions from its operations, a section focused on education and outreach to ensure the PCC community has the tools, resources and knowledge to lead in climate action, and resiliency to help PCC adapt to global climate change. Each focus area has goals and associated strategies to prepare the college to meet its five-year goals and set PCC on the path to 2040 carbon neutrality.

Key Terms and Definitions

carbon dioxide (CO_2)	the chemical compound containing one atom of carbon and two atoms of oxygen
carbon neutrality	the state of having no net greenhouse gas (GHG) emissions, achieved through elimination, or a combination of reduction and mitigation through carbon offsets or other measures
climate adaptation	anticipating the adverse effects of climate change and taking appropriate action to prevent or minimise the damage they can cause, or taking advantage of opportunities that may arise; it has been shown that well planned, early adaptation action saves money and lives later
climate change mitigation	refers to efforts to reduce or prevent emission of greenhouse gases; can mean using new technologies and renewable energies, making older equipment more energy efficient, or changing management practices or consumer behavior
climate crisis	describes global warming and climate change, and their consequences; has been used to describe the threat of global warming to the planet, and to urge aggressive climate change mitigation
climate justice	acknowledges climate change can have differing social, economic, public health, and other adverse impacts on underprivileged populations
critical race theory (CRT)	in education, challenges the dominant discourse on race and racism as they relate to education by examining how educational theory, policy, and practice are used to subordinate certain racial and ethnic groups. There are at least five themes that form the basic perspectives, research methods, and pedagogy of a critical race theory in education: 1. The centrality and intersectionality of race and racism 2. The challenge to dominant ideology 3. The commitment to social justice 4. The centrality of experiential knowledge 5. The interdisciplinary perspective
diversity, equity and inclusion (DEI)	the urgent, sustained, and comprehensive work of creating a college climate that demonstrates PCC's commitment to civil rights, diversity, equity, and inclusion, while advocating for a just and inclusive college climate, regardless of individual differences, beliefs, or identities
ecosocial justice	justice in terms of the distribution of wealth, opportunities, and privileges, particularly related to access to clean air, clean water, reliable and nutritious food, reliable and affordable housing, and fair wages (see also social justice)
environmental justice	the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation and enforcement of environmental laws, regulations and policies (U.S. EPA)
environmental racism	communities consisting primarily of people of color (POC) continue to bear a disproportionate burden of this nation's air, water, and waste problems; even in today's society, race influences the likelihood of exposure to environmental and health risks as well as accessibility to health care. People of color are more likely than their white counterparts to live near freeways, sewage treatment plants, municipal and hazardous waste landfills, incinerators, and other noxious facilities. Disparate siting and land-use patterns result in elevated health risks to nearby inhabitants
equity	takes into consideration the fact that the social identifiers (race, gender, socio-economic status, etc.) do in fact affect equality. In an equitable environment, an individual or a group would be given what was needed to give them equal advantage. This would not necessarily be equal to what others were receiving; it could be more or different. Equity is an ideal and a goal, not a process. It ensures that everyone has the resources they need to succeed

facilities planning	a process that launched in fall 2016 to provide a comprehensive framework for assessing PCC's built environment and linking future capital and maintenance needs with strategic goals; the resulting plan will inform accreditation reporting as well as future infrastructure investment
frontline communities	those that experience "first and worst" the consequences of climate change, e.g., communities of color and low-income, whose neighborhoods often lack basic infrastructure to support them and who will be increasingly vulnerable as our climate deteriorates. These are Native communities, whose resources have been exploited, and laborers whose daily work or living environments are polluted or toxic.
green workforce	describes a broad grouping of careers that contribute directly to moving society and the built environment toward sustainability
greenhouse gases (GHGs)	GHGs let the visible and ultraviolet light in sunlight to pass through Earth's atmosphere and reach the Earth's surface. When light strikes Earth's surface and is reflected back to the atmosphere as infrared energy, or heat, greenhouse gases absorb this heat and warm the planet. The greenhouse gasses that we track are carbon dioxide, methane, nitrogen dioxide and fluorinated gases (listed in order of their average lifetime in the atmosphere). Note that HCFCs and CFCs are being phased out under the Kyoto protocol and as a result are not defined as greenhouse gases.
just transition	a vision-led, unifying and place-based set of principles, processes, and practices that build economic and political power to shift from an extractive economy to a regenerative economy
metric tons of carbon dioxide equivalent ($MTCO_2e$)	a standard unit of measure that represents the quantity of a greenhouse gas multiplied by a global warming potential (GWP) factor, relative to CO_2. $MTCO_2e$ sums up all of the greenhouse gas emissions despite being created by multiple gases and processes. It is sometimes expressed in pounds
QTBIPOC	acronym standing for queer and trans Black, indigenous, and people of color
racial justice	a movement that aims to create greater justice and equity for marginalized communities alongside the shift to a green economy
resiliency	the ability of a system or community to survive disruption and to anticipate, adapt, and flourish in the face of change. Core components of a resilient campus include community, flexibility, inclusiveness, learning, and prevention and management
Scope 1 emissions	direct GHG emissions occurring from sources that are owned or controlled by the institution, including: combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces, incinerators and combustion fuels by institution-owned cars, tractors, buses, and other transportation devices
Scope 2 emissions	indirect GHG emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or controlled by another entity. Scope 2 emissions sources include purchased electricity, purchased heating, purchased cooling, and purchased steam.
Scope 3 emissions	all indirect emissions not covered in Scope 2. Some examples of Scope 3 GHG emissions are purchased goods and services, capital goods, waste generated in operations, business travel, commuting (employee and student), end-of-life treatment of sold products, downstream leased assets, franchises, and investments.
social justice	includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure. Social justice is both a goal and a process.

PCC's Climate Action History and Commitment

PCC recognizes the role that higher education plays in leading the charge towards a sustainable future and community climate resiliency. The college also knows that systemic issues of inequity, environmental degradation and economic disparity impact everyone. That is why PCC applies an equity-minded, dynamic approach to sustainability, weaving the triple bottom line throughout all aspects of the college including academics, campus operations, planning and student life.

2006

PCC Board of Directors approves Board Policy B-707, Sustainable Use of Resources Policy and PCC completes its first greenhouse gas inventory

2007

PCC District President signs onto American Colleges and Universities Presidents Carbon Commitment and PCC District President initiates the first Climate Energy Leadership Taskforce (now the Sustainability Leadership Council)

2008

Students establish the Green Initiative Fund, later renamed the Eco Social Justice Grant

2009

PCC Board of Directors approves the college's first Climate Action Plan

2012

PCC completes its first STARS report

2013

PCC is a founding member of the Greater Portland Sustainability Education Network (UNU RCE)

2015

PCC joins the Energy Trust of Oregon's Strategic Energy Management Program

PCC receives AASHE's Case Study Award for Addressing Food Insecurity at the Rock Creek Learning Garden

PCC establishes the Student Sustainability Focus Award

2016

PCC becomes Tree Campus USA certified

PCC becomes fourth institution to receive Bee Campus USA designation

2017

PCC signs onto the We Are Still In declaration

PCC receives the Second Nature Climate Leadership Award and Marks of Distinction

Student leaders establish Eco Social Justice Day annual event

PCC's Board of Directors establish a Divestment Policy

PCC participates in the U.N. Climate Conference (COP 23) in Bonn, Germany

2018

PCC is a founding member of the Washington Oregon Higher Education Sustainability Conference

PCC achieves #1 community college in U.S. AASHE STARS designation

2019

PCC participates in the U.N. Climate Conference (COP 25) in Madrid, Spain

PCC signs up for 10 MWh of solar through the Green Future Impact Program with PGE

2020

PCC signs up for 3 MWh of solar energy through the Oregon Shines Community Solar program

Introduction

Portland Community College is Oregon's Number One gateway to higher education and lifelong learning. As the region's largest post-secondary institution, PCC serves some 60,000 learners a year across a 1,500-square-mile district serving 1.9 million residents. PCC aims to educate a skilled workforce, prepare students to successfully transfer to four-year schools, enrich the community through lifelong learning, build a greener workforce while shrinking its carbon footprint and be a sound financial steward of public dollars. Through a focus on reducing barriers to student success and ensuring equitable opportunities, the college offers high-quality education for its students, which in turn contributes to the vibrancy of Portland's community.

Nevertheless, the climate crisis poses additional barriers to opportunity by magnifying pre-existing inequities. The Portland metro region, home to the majority of the PCC community, has already seen and will continue to experience the effects of climate change through changing temperature and precipitation levels, reduced access to green space and increased exposure to weather events and natural disasters. While the community as a whole experiences these impacts through the poor air quality generated by wildfires and power outages, disasters like these create a magnified impact on society's frontline and most vulnerable communities due to racial and economic inequities. The devastating toll of the COVID-19 pandemic—particularly on Black communities, indigenous communities, communities of color, and on rural communities—unveiled long-standing, systemic public health disparities, economic inequities and problems in our food system. Outcomes for groups facing these same problems will only worsen in the face of rising global temperatures and increasing carbon emissions. As PCC works to address systemic inequity through access to quality education and meeting basic needs, just climate action is a responsibility of PCC.

In alignment with the 2015 City of Portland and Multnomah County's Climate Action Plan, this Climate Action Plan seeks to highlight the importance of climate justice to the PCC community and bring in PCC climate resiliency work. Unified under a shared vision, PCC's 2021 Climate Action Plan builds off an impressive amount of work done to date to set the precedent and outline clear pathways for climate justice to be woven throughout operations, student engagement, academics and future planning.

REGIONAL PARTNERSHIPS

These cross-institutional efforts have made PCC a leader in institutional sustainability and climate action. Portland, Oregon, is home to a number of cutting-edge efforts on climate action, including the adoption of resiliency work at Portland State University and the City of Portland, the City of Portland's climate declarations and the Portland Clean Energy Fund. These efforts provide PCC an opportunity to connect our students to climate action.

Integrated Planning at PCC

Integrated planning activities across the college help ensure that long-term decision-making is strategic, inclusive and mission-focused. These efforts reflect a larger intention at PCC to create a culture of planning and innovation. Such efforts include strategic, facilities, academic and student affairs, IT and climate action planning.

The 2021 Climate Action Plan is interwoven with the college's other planning efforts, designed both to inform and support ongoing strategic work. For example, CAP goals and strategies support the four themes outlined in PCC's Strategic Plan:

- Transform our learning culture toward creating a sense of belonging and wellbeing for every student
- Redefine time, place and systems of educational delivery to create a more learner centric ecosystem
- Cultivate a long-term sustainable college enterprise
- Respond to community and workforce needs by developing a culture of agility

Goals and strategies were also developed specifically to support Yes to Equitable Student Success (YESS) priorities and Pathways to Opportunity, two critical initiatives of ongoing academic and student affairs planning that emphasize dismantling barriers and improving the experience and outcomes for our diverse students. Further, workshops were held with key stakeholders to identify synergies and opportunities to support CAP goals in the ongoing facilities planning work. Details about how specific CAP goals and strategies support and engage with these planning efforts can be found in the focus area sections.

Centering Equity

The development of this Climate Action Plan reflects PCC's commitment to advancing diversity, equity, inclusion and social justice across the college and within the communities it serves. To support this, the following equity and climate justice commitment goals were identified in the beginning of the planning process:

- Acknowledge the role environmental racism and inequitable funding of climate solutions play in today's existing conditions for marginalized communities;
- Prioritize historically marginalized and oppressed voices in the decision-making process;
- Support students in having a voice in the regional discussion on climate change and resiliency;
- Address how risks from climate change impact equitable student success;
- Foster place-based equity; and
- Advance racial and social justice through climate action.

More about how this commitment was implemented in the CAP process and outcomes can be found in the Equity in Climate Action Planning Process section.

Resiliency and Climate Adaptation

The concept of resiliency is not new to PCC, but it is a new focus of PCC's Climate Action Plan. Resiliency practices are part of PCC operations and are part of the student experience in both the classroom and in extracurricular activities. PCC's resiliency planning needs to be in alignment with local planning efforts to address the regional impacts of climate change. Resiliency is defined as the ability of a system or community to survive disruption and to anticipate, adapt and flourish in the face of change. Core components of a resilient campus, as identified by Second Nature, include community, flexibility, inclusiveness, learning and prevention and management.

Because regional resiliency connects both social and ecological systems it is also a key opportunity for PCC and its community to address the systemic issues that are responsible for current ecological imbalances and social injustices. According to Temple University's HOPE Center, more than 63% of community college students reported some basic needs insecurity in the last year; thus PCC's 2021 Climate Action Plan approach to resiliency must address intersecting issues such as food insecurity.

Resiliency emphasizes both mitigation and adaptation to climate change, both of which are essential to the college's climate action work. It acknowledges that climate change is underway and is already affecting PCC operations and programs, as well as the community PCC serves, and addresses how climate change will impact the community into the future. Further, resiliency calls for equity-focused responses to climate change, such as a just transition to renewable energy. Addressing injustice and adapting to a shifting climate are needed now as the consequences of increasing global temperatures such as heat waves, drought and biodiversity loss disproportionately impact populations that have contributed least to the climate crisis.

Commitment to Science-Based Climate Action and Carbon Neutrality Targets of 2040

PCC's 2021 Climate Action Plan utilizes science-based targets for its emission reduction goals to meet carbon neutrality by 2040. Science-based targets are a tool to identify the scale of reductions required to keep global temperature increase below a certain threshold—in PCC's case, defined as 1.5°C above pre-industrial temperatures. Using science-based targets as the model for reduction, PCC took the available information on the college's emissions and aligned the reduction targets so that PCC's contribution to limiting global warming would not exceed 1.5°C, in support of equitable climate action. Recognizing that the ecological and social destruction caused by rising global temperatures will disproportionately affect those who contributed least to climate change, PCC must work to limit climate change contributions in alignment with a global need for GHG emissions not to exceed 1.5°C, which is the threshold scientists have identified to protect many low-lying and island nations from disastrous sea level rise.

Five-Year Goals and Strategies for Carbon Neutrality by 2040

As a signatory to Second Nature's Carbon Commitment since 2007, PCC has committed to annual reporting of its sustainability progress, drafting and implementing a Climate Action Plan (CAP) regularly and reporting on its GHG footprint every year.

This plan uses PCC's 2006 GHG data as a baseline to set reduction goals based on information in the fiscal year ending in June 2019, including PCC GHG inventory of available Scopes 1, 2 and 3 emissions. This 2021 Climate Action Plan's five year goals will be completed by the end of 2026. In addition to setting new carbon neutrality targets, the plan outlines short term goals to be met in the areas of all Scopes 1 and 2 GHG emissions, currently tracked Scope 3 GHG emissions, education and outreach and resiliency.

PCC Climate Action Vision, Mission and Values

PCC Climate Action Vision

PCC envisions an equity-focused transition to a resilient, thriving society with net zero greenhouse gas emissions that addresses historical injustices, through education and empowering a diverse community to engage in climate action.

The value statements of the 2021 Climate Action Plan aim to capture the mission of PCC as an institution and how this mission maps onto climate action at the college. The values were developed by the 2021 Climate Action Plan task force to help each focus area define criteria for its strategies, ensuring they support PCC's climate justice vision.

PCC Climate Action Mission

PCC provides climate education, green workforce development, carbon-neutral operations and advances collective action to confront the global climate crisis in support of a just transition.

PCC Climate Action Values

We believe...

1. **Planning for the future is critical for student success.** We will prepare our grounds, facilities and operations for a changing climate.

2. **Education is a human right.** We will apply integrative learning strategies to empower students, staff and faculty to adapt to and thrive in a changing environment.

3. **Everything is connected.** We will continue to use our college as living laboratories where PCC and the community can be engaged in stewardship and research sustainability solutions.

4. **Success requires equity.** We will actively use social justice and equity frameworks to center those impacted most in creating climate and sustainability solutions.

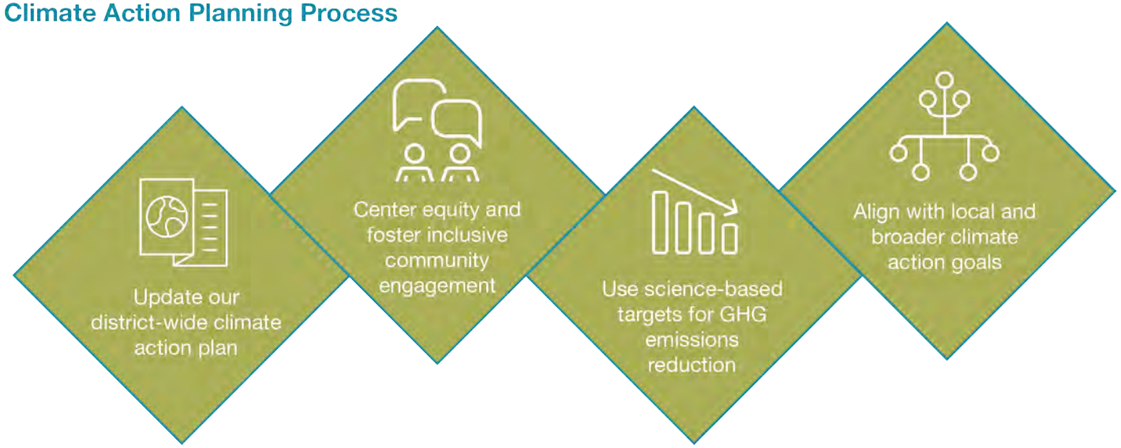
5. **Our responsibility to our community goes beyond the college's doors.** We will root climate action in our bioregion in the Pacific Northwest, while ensuring that we reduce our global carbon footprint.

6. **We can go further together.** We will work collaboratively with our community and other stakeholders to support sustainability leadership development and a green workforce.

7. **A just transition is imperative.** We will address historical injustices with restorative, place-based climate action to uplift and empower our diverse community.

About the Planning Process

The Four Goals of PCC's Climate Action Planning Process



This planning process builds on the work of PCC's 2013 Climate Action Plan to further advance the College towards equitable climate action. The overall goals of the planning process were to:

- Update PCC's college-wide Climate Action Plan with the addition of resiliency
- Center equity throughout the entire process and foster inclusive stakeholder engagement
- Use science-based targets to create actionable steps towards greenhouse gas mitigation (GHG)
- Align with previous and ongoing college planning efforts, as well as broader efforts and PCC commitments, such as Second Nature's Carbon Commitment and We Are Still In

The planning began in Spring 2020 and was immediately changed to a fully remote process due to the COVID-19 pandemic. Though adapting to the pandemic, the planning goals have remained the same.

Community Engagement

Providing a variety of meaningful opportunities for stakeholders to engage, share ideas and provide input was a core goal of this planning process. All community engagement efforts supporting the development of this Climate Action Plan were remote due to the COVID-19 pandemic. At the beginning of the 2021 Climate Action Plan process, the Climate Action Plan task force co-chairs modified engagement opportunities to reflect current conditions with equity in mind and engaged the community through:

- Administering a community-wide survey
- Providing lesson plans for faculty to engage with students remotely
- Hosting remote listening sessions for community members to provide ideas and feedback
- Adjusting all of the task force planning meetings to a remote setting, as well as slowing down the pace of the planning process
- Inviting stakeholders to attend a remote community review near the end of the planning process

ENGAGEMENT BY THE NUMBERS

2	social justice trainings
10	student classes
12	listening sessions
25	college departments
60+	task force members
652	survey responses

The community survey provided invaluable baseline information on community interest and support for the 2021 Climate Action Plan. Listening sessions were designed to create space for review, reflection and feedback from community members. The outcomes of these 12 sessions provide insight from diverse viewpoints and supplemented the quantitative data from the survey. Participants were asked to provide feedback about what they value in climate action and what strategies the college should take. They indicated a strong interest in resiliency, diversity, equity, inclusion and justice.

Focus Areas of the Plan

The four focus areas of the plan were selected to encompass PCC's operational, engagement and academic offerings on and off campus: Scopes 1 and 2; Scope 3; Education and Outreach; and the newest addition to the CAP, Resiliency. Equity was applied across the focus areas both in planning and outcomes through use of a Climate Action Equity Guide and set of equity decision-making tools. More information these can be found in the focus area section of the plan.

Plan Development

PCC's Sustainability Manager Briar Schoon and Sustainability Analyst Stephania Fregosi identified co-chairs for each focus area. Co-chairs supported task force meeting facilitation and coordination. Through the survey, work with students and listening sessions the co-chairs solicited stakeholders from across PCC to be part of the task force. More than 80 people were active in CAP task force workgroups, representing students, staff, faculty and community partners. PCC stakeholders represented a variety of disciplines, committees and departments such as Aviation, Business, Chemistry, Dining Services, Environmental Studies, Facilities Management Services, Landscape Technology, Microelectronics, the Multicultural Center, the Office of Equity and Inclusion, Parking & Transportation, Planning & Capital Construction, Student Leadership, the Sustainability Leadership Council, the Sustainable Practices for Academics and Resources Council and more.

In May 2019, PCC's Sustainability Leadership Council (SLC) and other key stakeholders were invited to attend a virtual launch event, kickstarting the plan development process. Co-chairs hosted two equity training sessions to review PCC's Climate Action Equity Guide, introduce virtual equity tools and practice applying these concepts.

Working groups hosted a series of at least five task force meetings per focus area to draft plan content, incorporate community input from the survey and listening sessions. Co-chairs facilitated these meetings that were designed to use the Climate Action Equity Guide and equity tools. In addition to these focus area meetings, task force members met with a number of community partners and organizations to ensure the updated CAP aligned with local and regional initiatives.

The outcome of these task force meetings included a set of goals and strategies for each focus area. The goals outlined in this Climate Action Plan are designed to advance climate justice by setting science-based targets for carbon neutrality, address local inequities exacerbated by climate change, emphasize resiliency and center equity both in the mitigation strategies and the outcomes. Focus area co-chairs and members ensured that the CAP goals and strategies aligned with PCC's Strategic Plan and PCC's Yes to Equitable Student Success (YESS) Initiative.

Individual focus area work culminated in a full task force summit to review the entirety of draft goals and strategies. At the summit, task force members provided feedback on a shared vision and mission for climate action at PCC. Based on this feedback, updated versions of the CAP goals and strategies were compiled and presented to college leadership, including President Mark Mitsui and Vice President Sylvia Kelly.

The planning process concluded with an open review event in March 2021. This Climate Action Plan is the result of a long-term collaborative effort by students, staff, faculty and community members.

The 2021 Climate Action Plan task force supported the creation of a vision and mission statement for the plan. The vision and mission were developed through multiple rounds of community input and feedback. The vision is inspirational and describes the desired state that PCC hopes to achieve through this plan, while the mission outlines how the community envisions PCC enabling the vision.

Equity in the Climate Action Planning Process

The incorporation of equity and social justice within this Climate Action Plan reflects PCC's commitment to diversity, equity and inclusion, which is both part of PCC's mission and a core theme in the Strategic Plan. Equity was interwoven throughout the planning process from the first request for proposals to the resulting goals and strategies.

Request for Proposals

From the very beginning, PCC centered equity and climate justice in the request for proposals for climate action consulting. PCC's Request for Proposals included a requirement to take an equity-conscious and environmental justice approach throughout the process, including in stakeholder engagement and in selection of adaptation and mitigation strategies. This includes using a PCC-developed Climate Action Equity guide. The selected firm, GreenerU, supported PCC in aligning the college's equity goals with the climate action planning process.

PCC's Climate Action Equity Guide

PCC designed the Climate Action Equity Guide for this planning process, based on the PCC Strategic Planning Equity and Empowerment Guide and drawing from Critical Race Theory, Multnomah County's Equity & Empowerment Lens and the City of Portland, Oregon's Climate Action Plan Equity Considerations. PCC uses the Critical Race Theory (CRT) Decision Making Toolkit, including the CRT litmus test called "Take Five" which guides decision makers to pause and identify how a decision will affect or be affected by (1) centrality and intersectionality of race and racism, (2) challenge to dominant ideology, (3) commitment to social justice, (4) centrality of experiential knowledge and (5) interdisciplinary perspective.

The PCC Climate Action Equity Guide was continuously developed by the CAP Update co-leaders and applied throughout the process. The Climate Action Equity Guide consists of a number of guiding questions that build on PCC's Take Five process and other resources. In addition to using PCC's Strategic Planning Equity & Empowerment Guide, the planning team used the City of Portland's Climate Action Plan Equity Considerations and adapted several questions from the City of Portland's plan as well as Multnomah County's 5 P's Guide: Purpose, Power, Place, People and Process. The 5Ps process were used to identify the equity impact of the focus groups' goals and strategies, as well as to ensure an anti-racist engagement process.

Each focus area used the 5Ps process to evaluate and refine the draft outcomes of the plan to ensure that equitable outcomes were the foundation of the goals and strategies of the plan.

Equity-Conscious Stakeholder Engagement

In addition to the Climate Action Equity Guide, equity tools and processes were used throughout each phase of the planning to ensure an inclusive and just process, including (1) hosting two equity trainings for the task force participants, (2) having an equity evaluator present for most meetings to identify and call out any unintended consequences, (3) using consensus-based decision making tools, such as the fist of five voting method and (4) consultations with the Office of Equity and Inclusion.

PCC's Equity & Sustainability Specialist was a member of the core planning team and co-facilitated the required equity training for all focus area members. The training introduced task members to topics such as white supremacy culture and the intersections of racial and social justice with sustainability and climate action and prepared the task force to use a host of tools from PCC's Office of Equity & Inclusion Take 5 Toolkit. These resources are a result of the college's District Leaders of Diversity Council looking at intentional ways to make equity and Critical Race Theory part of the community's everyday learning and work at PCC.

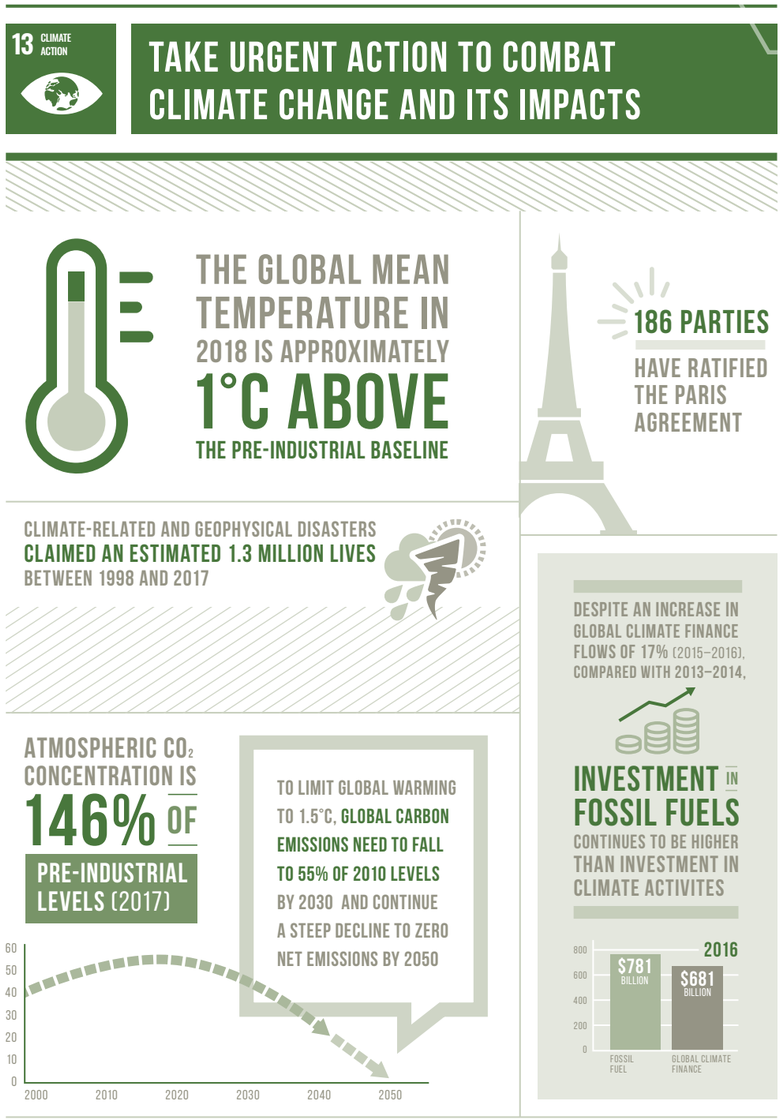
Two important tools from PCC's Office of Equity & Inclusion Take 5 Toolkit are identity cards and fist of five decision making. Identity cards served as a reminder to think about how different folks may be impacted by the decisions the core team makes in the planning process and how actions may be modified to better benefit the diverse PCC community. Throughout the planning process the core team also used a consensus-based decision making process, called the "fist of five" voting method, to ensure consensus before moving forward with a decision.

Using Equity-Conscious Criteria and Values to Shape Outcomes

Based on PCC's mission, the urgency to address climate justice and the scope of the climate action plan update, value statements were developed by the CAP Update task force. The value statements acted as anchors for each focus area group to define criteria for its strategies, ensuring they support PCC climate justice vision. Each focus area also created a set of criteria to apply to the goals and strategies. Using the criteria as the basis for fist of five voting, focus area group members used a set of focus area specific standards to confirm the language and content included in the goals and strategies aligned with the CAP values and had been assessed using the 5Ps of the Climate Action Equity Guide.

PCC also aligned its focus areas' goals and strategies with the United Nations's 17 Sustainable Development Goals (U.N. SDGs) and the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainable Tracking, Assessment and Rating System (STARS) to ensure alignment with overall sustainability tracking and development for the GHG emissions reduction and climate justice strategies of this plan.

Current State
PCC Climate Action



PCC aligns with the United Nations Sustainable Development Goals.
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PCC takes a holistic approach to climate action that is rooted in sustainability and the mission of the college. As an essential theme of PCC's mission, strategic plan and public commitments, sustainability is deeply ingrained in everyday life at the college, woven throughout academics, operations and student life. Since PCC formally committed to climate action in 2009 with PCC's first Climate Action Plan, the college has implemented sustainability and climate action in variety of ways including the purchase of renewable energy, adoption of a Sustainability Focus Award for students, promotion of sustainable practices and hosting student-centered events such as Earth Week and Eco Social Justice Day.

As a signatory to Second Nature's Carbon Commitment, PCC is dedicated to reducing its carbon footprint. One way PCC addresses this is through green building practices, such as LEED certified buildings in new construction, switching fuel types from natural gas to electricity and a commitment to renewable energy, including on and off-site renewable energy generation. Collectively, these efforts have helped reduce PCC's Scopes 1 and 2 emissions by nearly 51% over 2006 levels.

Diversity, Equity and Inclusion at PCC

PCC's strong commitment to diversity, equity and inclusion has been identified as critical to fulfilling PCC's mission and central to the college's new Strategic Plan. At present, staff and faculty are offered multiple opportunities to join anti-racist trainings and attend webinars and workshops that go well beyond regulatory compliance. Multicultural and other identity-based resource centers are available for students on all of PCC's campuses. Staff and faculty have the opportunity to participate in identity-based affinity groups (or ally groups, as the case may be). Student leaders complete a social justice training that concludes with a workshop highlighting the connections between environmental and social impacts with an emphasis on environmental racism as a form of structural or systemic racism.

Sustainability in the Curriculum

By incorporating sustainability into PCC's curriculum and offering a Student Sustainability Focus Award, PCC is training tomorrow's leaders in sustainability and climate justice. PCC's students continue to lead the charge with more than $1.1 million spent to date on student-funded sustainability programs through the Eco Social Justice Grant. This grant provides funding for projects like the learning gardens, bike rental system, natural building projects and has helped launch the Eco Social Justice Student Leader Program.

Regional, National and International Leadership

Portland Community College is involved in a number of regional, national and international climate action efforts that demonstrate the power in taking collective action. As the largest secondary education institution in the state, PCC has an important role in advancing climate justice action in a geographical region that is leading nationally in climate action efforts and coordination. For example, PCC is a founding member of the Greater Portland Sustainability Education Network, working to implement education for sustainable development locally, and is a member of the America is All In network alongside many other organizations working to advance sustainability and climate action.

PCC is also recognized by national and international organizations such as Second Nature and the AASHE. PCC received Second Nature's 2017 Climate Leadership Award for two-year institutions and is consistently a top performer among community colleges reporting to the Sustainability Tracking, Assessment & Rating System (STARS) and most recently earned recognition in AASHE's 2020 Sustainable Campus Index. These cross-institutional efforts have made PCC a leader in institutional sustainability and climate action.

Greenhouse Gas Emissions at PCC

The Portland Community College Sustainability Department completes an annual greenhouse gas (GHG) inventory to monitor the institution's progress towards meeting its GHG reduction targets.

PCC's GHG emissions are influenced by student and educational need, staff commuting behavior, electronics use, operational efficiency, building design, utility choices and purchasing behavior. These emissions are categorized by Second Nature's greenhouse gas inventory protocol.

Second Nature awards PCC the 2017 Climate Leadership Award for two-year institutions

PCC's Scopes 1 and 2 GHG emissions are chiefly from heating and lighting buildings, running electrical equipment and emissions from the campus fleet. PCC has the greatest opportunity to influence reduction of its Scopes 1 and 2 emissions through energy use reduction and consuming renewable energy, green building design, improvements in operations, energy efficiency, and education and outreach.

PCC's Scope 3 emissions are more challenging to both measure and influence, as the emissions are inherently tied to campus growth as well as capacity to measure and track indirect emissions. They include emissions from commuting to the college by students, staff and faculty and college purchases of goods and services as well as business travel. It is challenging to measure change in both supply chain emissions and commuting emissions. While PCC has undertaken many significant projects to reduce the emissions from the PCC supply chain through switching to more sustainable products, such as green cleaning supplies, supply chain emissions are measured by the total dollars the college spends. Moreover, commuting emissions tend to fluctuate with student enrollment. While significant commuters use sustainable transportation and travel, the sheer number of people commuting to campus each day overshadows this. As a whole, with PCC's current GHG accounting data tracking, the combined Scopes 1, 2 and 3 emissions have dropped almost 22.5% since 2006, primarily due to two factors: a switch from natural gas to electricity in new construction and PCC's participation in utility-offered green energy purchasing programs.

Scope 1 refers to direct GHG emissions occurring from sources that are owned or controlled by the institution, including: on-campus stationary combustion of fossil fuels; mobile combustion of fossil fuels by institution owned/controlled vehicles; and "fugitive" emissions. Fugitive emissions result from intentional or unintentional releases of GHGs, including the leakage of HFCs from refrigeration and air conditioning equipment as well as the release of CH4 from institution-owned farm animals.

Scope 2 refers to indirect emissions generated in the production of electricity consumed by the institution.

Scope 3 refers to all other indirect emissions—those that are "a consequence of the activities of the institution, but occur from sources not owned or controlled by the institution." (Second Nature)

PCC's largest contributors to GHG emissions by scope are from the use of natural gas and heating fuels (Scope 1), purchased electricity (Scope 2), commuting (Scope 3) and supply chain (Scope 3). Of these categories, commuting to the college campuses by students, staff and faculty and purchases at the college make up the biggest shares of PCC GHG emissions; however, PCC has greater control over and responsibility for Scopes 1 and 2 emissions.

Operating Buildings and Grounds (Scope 1 and 2 Emissions)

Between 2006 and 2019, Portland Community College reduced its Scopes 1 and 2 emissions from operating PCC buildings and grounds by nearly 51%, with emissions of 10,736 metric tons of carbon dioxide equivalent (MTCO2e) in 2019, compared to emissions of 21,846 MTCO2e in 2006. PCC's investment into upgrading its built infrastructure, including energy-efficiency campaigns have had significant positive results on GHG emissions.

Building energy consumption associated with greenhouse gas emissions has seen a significant reduction of nearly 28% over PCC's 2006 baseline, despite an increase of space at the college of more than 31%. Overall, PCC has decreased the total building energy consumption use per square foot by more than 45%. PCC's innovative investments in LEED-certified green buildings, lighting upgrades and behavior change programs have helped to reduce energy use and climate change impacts.

Travel, Commuting, Purchasing and Solid Waste (Scope 3 Emissions)

Overall Scope 3 emissions make up the largest share of PCC's emissions at 68.1%. Scope 3 emissions are roughly at 2006 levels. Scope 3 emissions are tied to PCC's enrollment levels, as they are based on PCC's spending patterns and student commuting patterns.

The largest contributors to Scope 3 are commuting emissions and purchases made by the college. In FY 2019, commuting made up about 38% and the supply chain made up 36% of emissions within the Scope 3 category. Business travel is relatively small at around 11%, while solid waste comprised less than 1% of emissions. The college has also taken on significant initiatives to help address these sources of emissions. For example, providing options for students to green their commute to school include providing inter-campus shuttles, offering subsidized bus passes to students, supporting public transportation to PCC facilities and using grants to promote sustainable transportation and travel such as bicycling and walking. However, other factors such as urban growth and gentrification have influenced commuters in the region to both drive more and live further away from their destinations. The Sustainability Department is also working closely with the Purchasing Department and other college buyers to advance sustainable purchasing practices, but because purchasing emissions are based on spending rather than exact emissions factors, these generally correspond to enrollment and do not show progress.

Figure 1. PCC's greenhouse gas emissions tracked over time since 2006

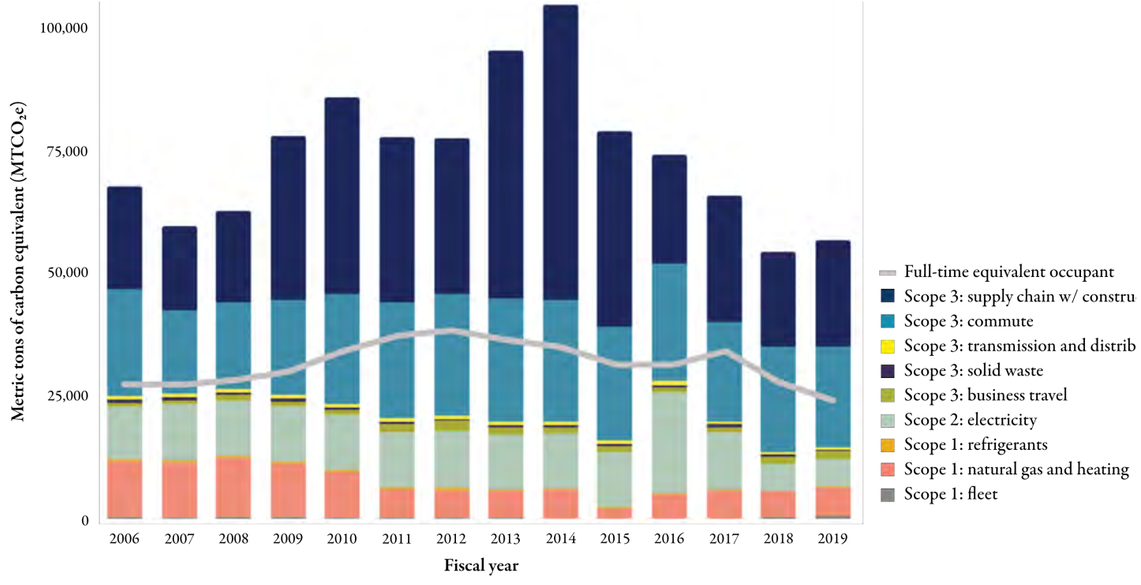


Figure 2. PCC's FY 2019 GHG emissions by category

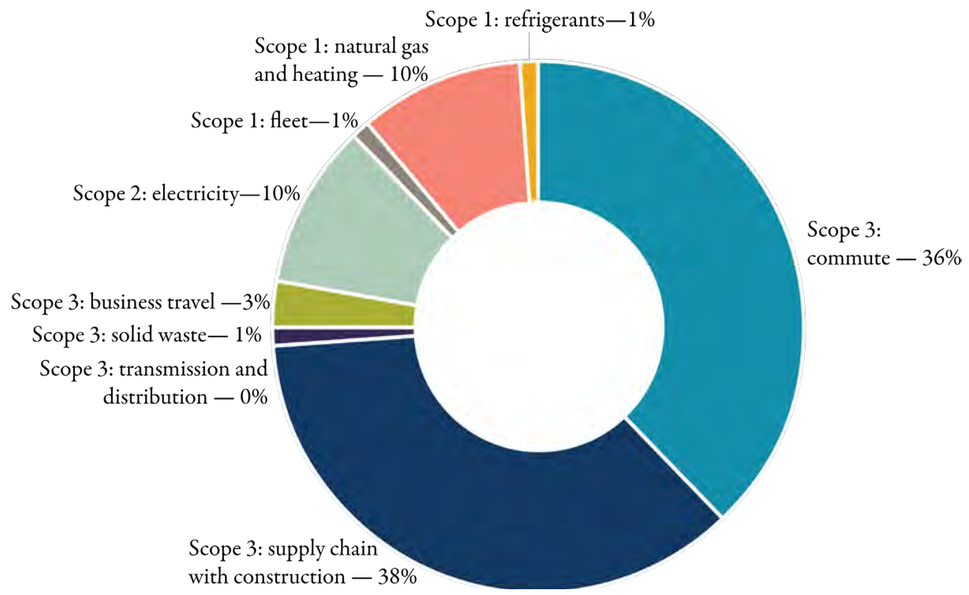
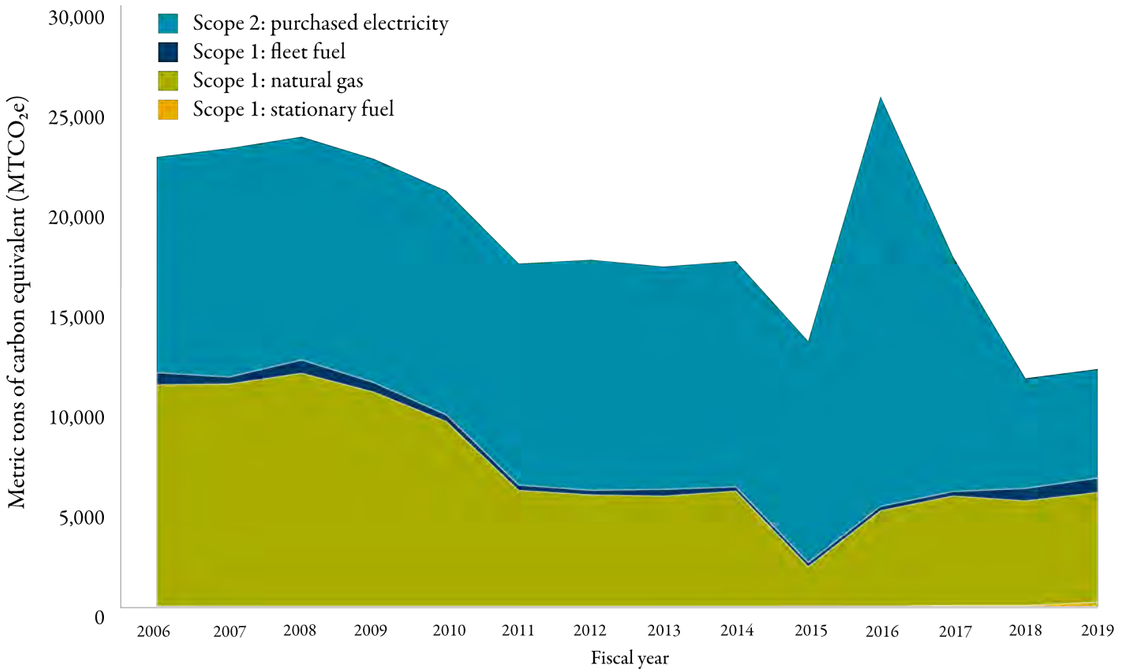
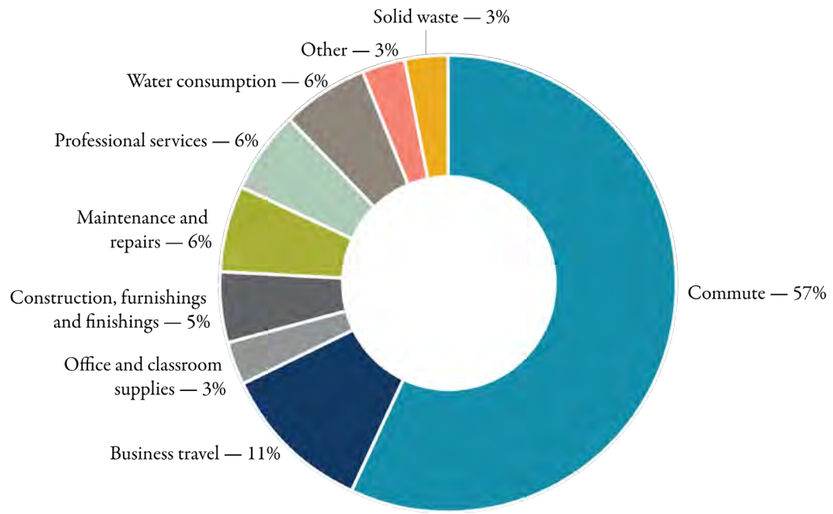


Figure 3. PCC's Scopes 1 and 2 emissions over time



PCC has reduced its emissions significantly by reducing natural gas consumption.

Figure 4. PCC's average Scope 3 emissions, FY 2017-2019



Scope 3 emissions are emissions that take place out of PCC's control such as commuter and business travel and supply chain. PCC's supply chain emissions include business travel, office and classroom supplies, construction, furnishings and finishings, maintenance and repairs, professional services, water consumption and other.

Focus Area

Scopes 1 and 2

7 AFFORDABLE AND CLEAN ENERGY

ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

9 OUT OF **10** PEOPLE WORLDWIDE HAVE ACCESS TO ELECTRICITY

87% OF THE **840 MILLION** PEOPLE WITHOUT ELECTRICITY LIVE IN **RURAL AREAS**

ON AVERAGE, **2.3%** LESS ENERGY WAS NEEDED TO CREATE

OF ECONOMIC OUTPUT **EACH YEAR** (2010–2016)

17.5% OF TOTAL FINAL ENERGY CONSUMPTION COMES FROM **RENEWABLE ENERGY**

3 BILLION PEOPLE LACK CLEAN COOKING FUELS AND TECHNOLOGY

PCC aligns with the United Nations Sustainable Development Goals.
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Introduction

Scope 1 covers direct emissions from college-owned or controlled sources, including emissions from the use of natural gas for heating, campus fleet fuel and stationary fuels. Scope 2 covers indirect emissions from the generation of purchased electricity, steam, heating and cooling consumed by PCC. These two areas alone represent the totality of PCC's carbon neutrality goal for 2040.

It is important to address building energy holistically as the college has combined energy systems that impact the majority of Scopes 1 and 2 emissions. Buildings consume nearly half of all the energy produced in the United States, according to the U.S. Energy Information Administration, and are responsible for nearly half of all GHG emissions. One key strategy to reduce and ultimately phase out greenhouse gas (GHG) emissions produced by the building sector is to transform the way buildings are designed, built and operated.

While the majority of PCC's Scope 1 emissions are generated by the use of natural gas, it is also important for the college to look at those produced by the fuels used in college vehicles. These fuels emit carbon dioxide and particulate matter into the air, which have equity implications since they impact the health and well-being of the community, especially those who live, work and study in urban settings or near freeways. PCC's efforts to address Scopes 1 and 2 emissions dovetail with the Portland Clean Energy Fund, the City of Portland's Climate Emergency Declaration adopted in July 2020 and Governor Brown's Executive Order 20-04 to reduce GHGs.

Since 2013, PCC has:

- √ increased the amount of green building space at the college by more than 10%, with the addition of 275,544 square feet of building space rated as LEED Silver or better
- √ saved an estimated $2,400,000 through the Strategic Energy Management Program since enrolling in 2015
- √ garnered more than $106,700 in cash incentives from the Energy Trust of Oregon for implementing operational, mechanical and behavior change programs to reduce energy
- √ piloted a strategic scheduling effort and continue to research software and training options for future efficiency and energy savings
- √ added the purchase of 11.88 MW of renewable energy through the Green Future Impact and Oregon Shines Community Solar program

2012

PCC Rock Creek installs largest ground-mounted solar installation in Oregon

2015

PCC enrolls in the Energy Trust of Oregon's Strategic Energy Management Program

PCC's Energy Management Commitment is adopted

2017

PCC receives the Second Nature Climate Leadership Award and Marks of Distinction

2019

PCC signs up for 10 MWh of solar through the Green Future Impact Program with PGE

2020

PCC signs up for 3 MWh of solar energy through the Oregon Shines Community Solar program

2021

PCC's Energy Team earns five awards, including Exemplary Employee Engagement for Remote Operations and Most Engaged Energy Team

Current State

Established in PCC's 2013 Climate Action Plan, PCC's objective for 2030 sought to reduce its energy consumption 60% per square foot below 2006 levels, and the college is on track to meet or exceed that goal. Overall, PCC has decreased building energy consumption use per square foot by more than 45%. This decrease in energy consumption is particularly impressive, given the college's increase in square footage by 31% since 2006. As PCC has grown, investments in infrastructure such as designing buildings certified under the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) standard and upgrading lighting have helped reduce energy use.

PCC has broad institutional support for sustainability and energy efficiency measures to reduce Scopes 1 and 2 emissions. For example, PCC has been enrolled in the Strategic Energy Management Program supported by the Energy Trust of Oregon with committed engagement from facilities and sustainability staff since 2015. PCC will continue to build on its progress to date to reduce Scopes 1 and 2 emissions even in the face of challenges to authentically integrate a just transition into strategies and actions, be nimble regarding future natural disasters and creatively seek out financial resources to support the college's progressive goals.

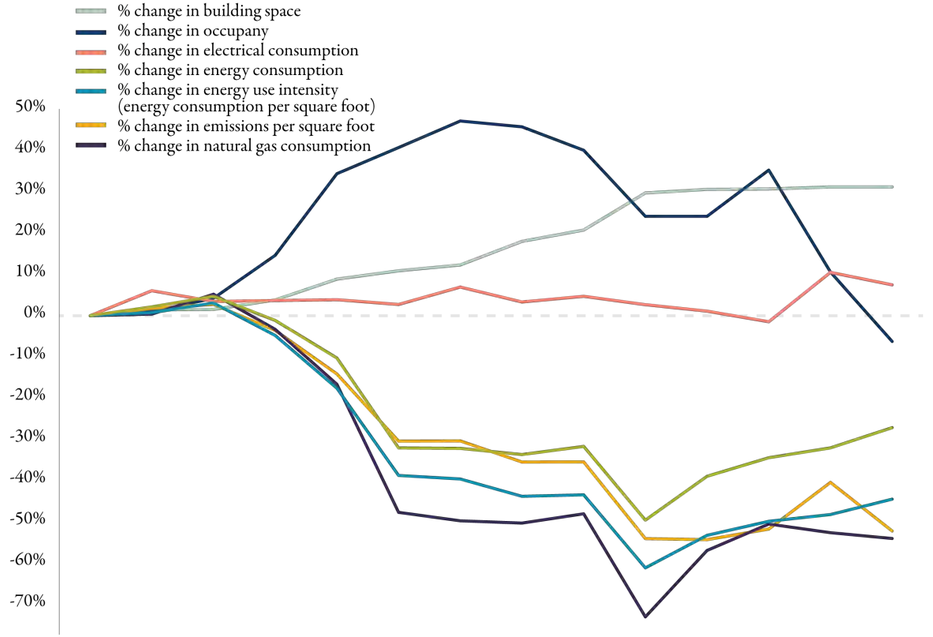
Scopes 1 and 2 Goals and Strategies

The Scopes 1 and 2 working group consisted of 14 individuals and included broad representation from Facilities Management Services, Planning & Capital Construction, Strategic Energy Management and Sustainability, as well as faculty and students from across the college. This section outlines the goals and strategies related to energy reduction, renewable energy and fleet emission reductions.

Scopes 1 and 2 focus area strategies are mainly centered on operational and mechanical aspects of the college, yet woven throughout are education, training and behavior change efforts to support our academic work. This focus area has strategies that support the college's Yes to Equitable Student Success (YESS) initiative for student achievement such as providing education and interpretive signage in new building projects and for future solar arrays.

Strategies under Goals 1 and 2 also align with the college's Strategic Plan Workforce theme by providing students with opportunities for professional growth and hands-on learning through innovative building design and energy efficiency mechanical systems. PCC is also well positioned to engage in community partnerships in the private, public and nonprofit sectors to improve electric vehicle infrastructure that can help students remove barriers to entry. In the end, many of these strategies and actions, whether in the process of development or when they are implemented, will provide windows into career possibilities for students as they move through PCC as learners.

Figure 5. Change in PCC's energy consumption over time



PCC's emissions over time have decreased as PCC has decarbonized its energy sources. The buildings have become more energy efficient; however, the energy savings have frequently been absorbed by growth in building floor space.

GOAL 1 ENERGY REDUCTION

By 2026, PCC has reduced college energy consumption per square foot by 60% below 2006 levels.

STRATEGY 1.1	Ensure new construction and renovation projects reduce energy consumption by 20% above the ASHRAE 90.1-2016 standard
STRATEGY 1.2	Reduce energy use in existing buildings through efficient maintenance and operations programs
STRATEGY 1.3	Increase space use optimization through software and training
STRATEGY 1.4	Reduce energy use through behavior change programs

Goal 1 speaks to the college's efforts to reduce the amount of energy PCC consumes annually. By reducing the overall energy PCC uses in buildings, the college will reduce the need to produce or purchase both renewable and non-renewable energy.

At a high level, the goal's strategies ensure that energy efficiency remains a priority in new construction and renovation, focusing on energy efficiency in maintenance and operations. PCC is aligned with the state of Oregon's focus on building smart and conserving energy through the adoption of ASHRAE 90.1-2016 energy codes and standards for buildings. Building energy efficiency is crucial to meeting this goal. Other strategies ensure that PCC is using space optimally and engaging with building occupants through education, updating the energy policy and designing behavior change programs.

According to the World Resources Institute, buildings represent nearly 40% of global energy-related carbon-dioxide emissions, far more than the entire transport sector.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GOAL 2 RENEWABLE ENERGY

By 2026, PCC has reduced its Scopes 1 and 2 greenhouse gas emissions by 75% below 2006 levels through decarbonization of its energy sources.

STRATEGY 2.1	Generate 5% of PCC's electricity on-site from renewable energy sources
STRATEGY 2.2	Obtain 80% of PCC's electricity from non-grid renewable energy sources
STRATEGY 2.3	Decarbonize the thermal load of the buildings
STRATEGY 2.4	Create opportunities to use renewable resources for PCC's thermal energy load
STRATEGY 2.5	Add renewable energy to each campus to support equitable access to climate justice education
STRATEGY 2.6	Engage students, staff and faculty in determining the appropriate mix of energy sources for PCC's commitment to decarbonization

Goal 2 focuses on ensuring that the energy PCC consumes comes from renewable sources. The strategies outline how PCC will coordinate the procurement of new photovoltaic arrays on site, as well as the procurement of renewable electricity that is produced off-site, in which the college will retain the renewable energy credits. The strategies also help PCC further assess feasibility for infrastructure and technologies that will enable the use of thermal energy on site while providing an educational benefit for student learning.

Goal 2 strategies are divided into roughly two categories. One is to decarbonize the load; the other is a focus on renewable energy. Actions within the renewable energy category make it clear that PCC's dedication to on-site renewable energy is rooted in the potential to use arrays as an educational platform for both students in renewable energy technology and the general public. In addition, these actions ensure that PCC is looking ahead to how PCC's energy sources will become 100% renewable and ensure that the college is able to take optimal advantage of future funding opportunities to assist the college with a just transition.

Oregon state law requires that public entities such as PCC spend 1.5% of public building construction costs on green energy technology. PCC presently has 706 kW in PV arrays that produce over 800,000 kWh of power each year. Additional arrays are being constructed in 2021 and 2022.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GOAL 3 FLEET EMISSIONS REDUCTION

By 2026, PCC has reduced college fleet fuel emissions by 25% below 2006 levels.

STRATEGY 3.1	Replace college fleet with lower-emission infrastructure and electric vehicles
STRATEGY 3.2	Replace gas or diesel-powered shuttles with electric shuttles or other emerging technologies
STRATEGY 3.3	Expand and update PCC's fueling infrastructure to support strategies 3.1 and 3.2. for motorized vehicles
STRATEGY 3.4	Create bulk-buying opportunities with partners for low emission/net zero vehicles, procurement of alternative fuels and infrastructure

Goal 3 addresses the college's fleet fuel emissions, which come from a mixture of maintenance and utility vehicles from Facilities and Auxiliary Services, patrol vehicles from Public Safety and passenger shuttles employed by Transportation and Parking. The college's fleet fuel emissions play a role not just in global climate change, but also impact local air quality. Diesel emissions contribute to inequitable health impacts, so the college uses an additive called diesel exhaust fluid to eliminate toxic emissions created by a diesel engine in some of its shuttles. Benefits of this additive include a reduction in the production of nitrogen oxides and particulate matter.

Goal 3 strategies focus on the transition fuels like renewable diesel and the gradual conversion of the college's fleet to electric vehicles. These strategies and actions ensure that the college takes full advantage of new funding sources for these technologies, whether through grants or creating bulk-buying opportunities with community partners.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

Key Terms and Definitions: Scopes 1 and 2

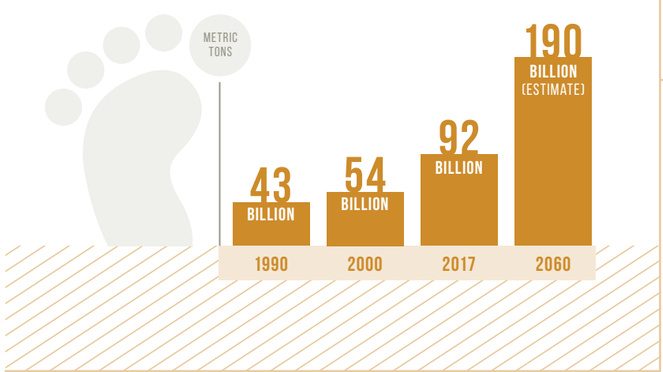
50001 Ready	the U.S. Department of Energy's program that recognizes facilities and organizations that attest to the implementation of an ISO 50001-based energy management system
ASHRAE standards	standards developed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) so that HVAC and refrigeration professionals have access to up-to-date procedures when testing, installing and designing hardware. They also provide consistent terminology and information for HVAC professionals
centralized scheduling software	a single web-based scheduling platform college-wide to schedule courses, meetings, events, and calendaring to optimize space utilization
HVAC	acronym that stands for heating, ventilating and air conditioning
ISO 50001	an energy management system that helps organizations better manage their energy use, thus improving productivity, which involves developing and implementing an energy policy, setting achievable targets for energy use, and designing action plans to reach them and measure progress
Portland Clean Energy Fund	provides dedicated funding for climate action that advances racial and social justice. PCEF was created by local ballot measure #26-201 in November 2018 with overwhelming community support. PCEF offers a community-led vision, grounded in justice and equity, that builds citywide resilience
retrocommissioning	a systematic process for investigating, analyzing and optimizing an existing building's systems' performance through operational and maintenance improvement measures, and helps to confirm their continued performance over time
shuttle	free buses that PCC uses to shuttle students between the main campuses during the academic year
standard operating procedures	established or prescribed methods to be followed routinely for the performance of designated operations or in designated situations
strategic planning	a strategic vision published by PCC that has become the college's overall map for ongoing planning and strategic actions. A strategic plan is a blueprint for the future, a set of agreed upon priorities that are intended to propel an organization forward with robust and bold plans for the future

Focus Area
Scope 3

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

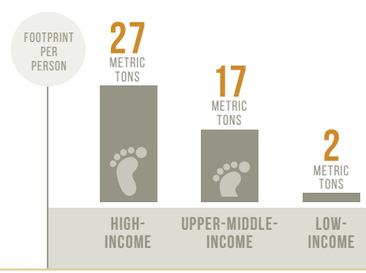
ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

THE GLOBAL MATERIAL FOOTPRINT IS RAPIDLY GROWING, OUTPACING POPULATION AND ECONOMIC GROWTH



MATERIAL FOOTPRINT PER CAPITA IN HIGH-INCOME COUNTRIES IS

60% HIGHER THAN IN UPPER-MIDDLE-INCOME COUNTRIES AND MORE THAN **13 TIMES** THE LEVEL OF LOW-INCOME COUNTRIES



DEVELOPED COUNTRIES **USE ONE FIFTH OF NATURAL RESOURCES** TO PRODUCE THE SAME AMOUNT OF ECONOMIC OUTPUT AS DEVELOPING COUNTRIES

NEARLY 100 COUNTRIES ARE **ACTIVELY ADOPTING POLICIES AND MEASURES** TO PROMOTE **SUSTAINABLE CONSUMPTION AND PRODUCTION**

303 POLICIES AND INSTRUMENTS ARE IN PLACE GLOBALLY

PCC aligns with the United Nations Sustainable Development Goals.
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Introduction

While Scopes 1 and 2 emissions result from sources that PCC controls, the college's Scope 3 emissions are more indirect and include emissions from commuting and business travel, procurement, water use and waste made by students, staff and faculty. PCC strongly believes the only way to achieve lasting change within these areas is to integrate education and equity throughout the Scope 3 goals and strategies to reduce obstacles, provide incentives and make sustainable behaviors part of the college's social norms.

Scope 3 emissions are linked to enrollment numbers. For example, Scope 3 emissions include emissions from commuting to the college by students, staff and faculty. This impact fluctuates with the number of students commuting to campus. Even with significant commuters using sustainable transportation options, the sheer number of people commuting to campus each day overshadows this. Additionally, the college makes more purchases when enrollment is higher, leading to increased impacts from the creation and disposal of products.

Most higher-education institutions that have signed the Presidents' Climate Leadership Commitments by Second Nature only report Scopes 1 and 2 GHG emissions, and signatories reporting Scope 3 emissions only include emissions from commuting and air travel. PCC is one of only a few institutions tracking Scope 3 emissions more comprehensively by including procurement, water and waste emissions.

In an ideal world, PCC's Scope 3 emissions would be the Scopes 1 and 2 emissions of the entities that generate them. But the vast majority of organizations do not track and account for their direct emissions, so PCC has chosen to take responsibility for these emissions until they are adequately addressed through public policy. Scope 3 emissions make up about 75% of the college's total greenhouse gas (GHG) emissions, so the college has significant opportunity for reduction in this area.

2011
PCC approves the sustainability commitment in rules of procurement

2013
PCC is a founding member of the Sustainable Purchasing Leadership Council

ASPCC establishes a bike rental program

2015
PCC Rock Creek begins a reusable food container program

2016
PCC establishes Minimax program

2018
Durable dishware program expands to catering

2019
PCC establishes new Recycling Coordinator position

PCC initiates plastic film recycling collection

2020
PCC publishes sustainability guidelines for purchasing

Current State

PCC is dedicated to addressing the emissions caused by Scope 3 activities through a number of sustainable and innovative practices. For example, commuting and business travel account for the majority of Scope 3 emissions. However, through a focus on transportation demand management that includes intercampus shuttles and subsidized bus passes, and active transportation such as the student-led bike rental program, nearly 70% of PCC's commuters use a sustainable mode of transportation to get to campus.

The second largest contributor to Scope 3 emissions at PCC is the supply chain. PCC has recently increased its efforts around reducing supply chain emissions to create sustainable procurement practices. PCC's Procurement & Contract Services department has recently added sustainable purchasing responsibilities to one of its positions. Internally, PCC offers guidelines to help employees make sustainable purchasing choices and the college recently updated its design standards for use in Planning and Capital Construction with several new guidelines for sustainable products and low carbon materials.

Facilities design standards include the specification of EPA WaterSense-rated fixtures. Facilities Management Services (FMS) matches these efforts by using water conserving fixtures and these installations contribute to reductions in the college's water consumption per square foot, though more progress may be made using a more holistic approach to water conservation college-wide.

Another facet of Scope 3 emissions is the college's work to reduce solid waste generation. While solid waste is the smallest contributor to the college's GHG emissions, accounting for less than 3%, PCC continuously works toward reducing its emissions associated with waste. Extensive recycling and composting programs exist on each campus, including closed-loop models such as where food waste is composted on site and then used in the garden to grow food for consumption on campus.

The transportation sector in particular generates the largest share of GHG emissions in the United States. According to the EPA, the majority of GHG emissions from transportation are carbon dioxide (CO_2) emissions resulting from the combustion of petroleum-based products, like gasoline, in internal combustion engines (passenger cars and light-duty trucks).[1]

Beyond standard recycling and composting, PCC consistently works towards preventing emissions from solid waste made by individual consumers. In 2015, the college rolled out a reusable food container program that is now available at two campuses. In addition, PCC has added the use of durables across catering services college-wide. PCC also established the Mini Max program to create positive behavior change toward deskside waste and recycling. All of these efforts continue to flourish with the establishment of a full-time recycling program coordinator position.

Scope 3 Goals and Strategies

The Scope 3 working group convened approximately 15 students, faculty and staff, including representatives from Parking and Transportation, Environmental Health & Safety, Procurement, Dining Services and Central Distribution Services, to ensure the goals and strategies are feasible, aspirational and center around equity. The goals for Scope 3 focus on travel emissions reductions, sustainable procurement, water reduction and waste diversion.

PCC remains at the cutting edge of the field with tracking Scope 3 emissions. The goals of this section aim to increase accessibility of new and existing programs, expand diversity, equity and inclusion in procurement practices and reduce GHG emissions. PCC's rapid shift to remove operations during the COVID-19 campus closures has created opportunities to revisit the potential to increase flexible working and learning options. In alignment with the college's Strategic Plan, a key feature of these goals and strategies is to improve PCC data collection in order to discover areas of opportunity, identify inequities among the college and increase the ability to track improvement.

Strategies under these goals, such as expanding data tracking for agile decision making, supporting teaching, learning and technological innovation and ensuring access to resources, services and equitable partnerships, support all four themes of the College's Strategic Plan. Implementing these strategies will ensure sustainable growth, college alignment and create new opportunities for emissions reduction. In addition, these goals and strategies support the college's Yes to Equitable Student Success (YESS) priorities by reinforcing PCC's values of racial justice, equity, diversity and inclusion, increasing the capacity of access, understanding and use of data to drive programming and budget decisions and ensuring programs are accessible, inclusive and help all students meet their personal goals.

[1] *Source: https://www.epa.gov/ghgemissions/overview-greenhouse-gases#carbon-dioxide, accessed March 31,2021*

GOAL 1 SUSTAINABLE TRANSPORTATION AND TRAVEL

By 2026, PCC has reduced commuter and business travel greenhouse gas impacts per full-time equivalent by 20% below the 2006 baseline.

STRATEGY 1.1	Improve data tracking for commuting and business travel to inform agile decision making
STRATEGY 1.2	Support a college culture that allows for a reduction in single-occupancy vehicles traveling to campus through teaching, learning and technology innovations
STRATEGY 1.3	Improve user experience of low-carbon modes of transportation for the college to remove barriers to participation and support equitable access
STRATEGY 1.4	Develop low-carbon travel guidelines for students, staff and faculty to follow when traveling for PCC-related purposes
STRATEGY 1.5	Establish a carbon offset program for commuting and business travel greenhouse gas emissions

Goal 1 encompasses strategies that reduce the carbon impact of individual vehicles, while supporting equitable transportation access to reduce Scope 3 emissions. Guided by better data tracking, PCC will create programs that support a college culture that enables fewer single-occupancy vehicles traveling to the college and supports the use of low carbon modes of transportation.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GOAL 2 SUSTAINABLE PROCUREMENT

By 2026, PCC purchaser and vendor contracts align with PCC's diversity, equity and inclusion, sustainability and climate action goals and values to ensure long-term viability of PCC's enterprise.

STRATEGY 2.1	Encourage vendor and purchaser alignment with PCC's diversity, equity and inclusion, sustainability and climate action goals and values, as applicable
STRATEGY 2.2	Support the college's spending with under-represented firms (including minority, women, emerging and small businesses) to diversify the college's partnerships in support of equity
STRATEGY 2.3	Continue working with partners on sustainable purchasing standards and tracking of the associated greenhouse gas emissions to support data-informed continuous improvement
STRATEGY 2.4	Increase PCC community use of the social cost of carbon in decision making

Goal 2 calls for PCC's purchaser and vendor contracts to align with the college's diversity, equity and inclusion, sustainability and climate action goals and values. This goal will be reached by prioritizing the college's spending with under-represented firms (including minority, women, emerging and small businesses) and continuing working with partners on sustainable purchasing standards. Furthermore, tracking of the associated GHG emissions to support data-informed continuous improvement and increasing PCC community use of the social cost of carbon in decision making will assist in this goal.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GOAL 3 WATER REDUCTION

By 2026, PCC has reduced the college's water consumption per square foot by 10% below 2019 levels.

STRATEGY 3.1	Analyze water systems impacts that will identify data-informed opportunities for water quality improvements, use-savings and greenhouse gas reductions
STRATEGY 3.2	Develop a college water conservation plan to build a framework for implementation
STRATEGY 3.3	Implement the strategies from the water conservation plan to expand sustainable operations
STRATEGY 3.4	Start to assess virtual water impacts of college operations

Goal 3 integrates water conservation into the CAP to reduce Scope 3 emissions. Building off of the previous 2013 CAP, the objective is to reduce water consumption by 10% from the 2019 baseline by 2026. This will be achieved by analyzing water system impacts that will identify data-informed opportunities for water quality improvements, use-savings and emission reductions, developing a college water conservation plan and implementing the strategies from the water conservation plan to expand sustainable operations. Additionally, it begins to assess the impacts of the college's operations related to virtual water, which is the water embodied in the production of the products, services and processes bought and used everyday.

Climate change is predicted to have numerous adverse effects on freshwater resources. Many water supplies are becoming far less reliable. Water demand is growing and many local supplies are already tapped or drying out. Climate change puts additional stress on water systems, making it paramount to create resilient water systems that reduce PCC's water consumption habits and save freshwater resources for future generations.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GOAL 4 WASTE DIVERSION

By 2026, PCC has reduced greenhouse gas emissions from solid waste by 50% below 2006 levels.

STRATEGY 4.1	Expand the capacity of PCC to minimize waste by prevention and recycling at each campus
STRATEGY 4.2	Support infrastructure and programs that increase the use of reusable (or durable) items across the college
STRATEGY 4.3	Improve data tracking across all waste streams to inform agile decision making
STRATEGY 4.4	Improve waste diversion efforts in construction projects, in line with PCC Design Standards

Goal 4 centers on waste diversion to reduce Scope 3 emissions. This goal will be realized by expanding the capacity of PCC to minimize waste through prevention and providing opportunities for recycling at each campus, supporting infrastructure and programs that increase the use of reusable (or durable) items, improving data tracking across all waste streams to better current and future efforts and refining waste diversion efforts in construction projects, in line with PCC's Design Standards.

Portland Community College reduces its waste by participating in a plastic film recycling program. The plastic film material from the college's bookstores, warehouse, dining services and print shops eventually makes its way to TREX, a major manufacturer of wood-alternative decking, railings and other outdoor items made from recycled materials.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

Key Terms and Definitions: Scope 3

active transportation	refers to human-powered methods of travel, such as walking, bicycling or rolling to get from one place to another
business travel	all college travel outside of commute from home to work
carbon offsets	an action or activity (such as the planting of trees or carbon sequestration) that compensates for the emission of carbon dioxide or other greenhouse gases to the atmosphere. Carbon offsets are transferable positive carbon impacts of projects that capture more greenhouse gases than they emit to count as credit towards projects that produce more greenhouse gases than they emit. Some schools create carbon positive projects in their local communities. Carbon offsets are also called GHG offsets
electric vehicles (EVs)	vehicles that derive all or part of their power from electricity supplied by the electric grid
full-time equivalent (FTE)	also referred to as whole-time equivalent (WTE), a unit that indicates the workload of an employed person (or student) in a way that makes workloads or class loads comparable[1] across various contexts
planning and capital construction (PNCC)	department that oversees land use and development planning with a college-wide perspective, including the construction of facilities funded by bond measures
single-occupancy vehicles (SOVs)	single person driving a car
social cost of carbon	the marginal cost of the impacts on the environment and human health caused by emitting greenhouse gases
sustainable transportation and travel	the use of modes of transportation other than the single passenger vehicle (i.e., carpools, public transit, walking, bicycling, etc.)
under-represented firms	state-certified businesses that are minority- or women-owned, small, and/or emerging businesses (MWSEB)
virtual water	water embodied in the production of a product, including energy

Focus Area

Education & Outreach

PCC's Education & Outreach goals support the United Nations' charge for Education for Sustainable Development.
Source: The Sustainable Development Goals Report 2019. Lois Jensen, ed. ©2019 United Nations.
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Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) cites education on sustainable development as critical to developing responsible global citizens who can resolve major challenges facing humanity, such as climate change, respect cultural diversity and contribute to creating a more just and sustainable world. In order to do so, society must transform through education and empower people to develop the knowledge, skills, values and behaviors required for a sustainable future. Similarly, Project Drawdown identifies education, particularly education for girls and women, as one of the most powerful solutions to curbing climate change and supporting community resiliency. In PCC's efforts to address the climate crisis, PCC must extend the college's focus beyond sustainable operations to reduce greenhouse gas emissions. Education and outreach in support of sustainability and climate justice are critical and may be the college's best contribution to addressing the global climate crisis.

PCC is the largest higher education institution in Oregon, offering essential community education opportunities, two-year and transfer degrees and opportunities to develop workforce-relevant skill sets. As PCC plays a vital role in educating tomorrow's leaders and the community at large, the 2021 Climate Action Plan outlines clear steps to build on PCC's strong foundation of education and outreach efforts related to sustainability and climate justice already underway at the college. PCC is equipping its students to learn and understand sustainability in a holistic way while accounting for environmental, social, political, cultural and economic facets.

As PCC students take courses and follow their academic pursuits, one of the core outcomes in their educational experience is for students to be more aware of environmental and social issues and understand their role and place in a global context, as demonstrated through the United Nations Sustainable Development Goals (SDGs) connections mapped throughout this plan. Additionally, critical thinking and problem solving as well as cultural awareness are core learning outcomes for the college that are deeply connected to sustainability literacy. Now more than ever, graduates are expected to be able to apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to equitably address the consequences of local and global human activity.

PCC believes that together the community can create more effective solutions to society's most pressing problems. The Education & Outreach focus area outlines how PCC will harness the power of collaboration and integrated knowledge across disciplines to support education for just climate action. Providing the PCC community with opportunities to learn, act and understand how sustainability and climate action intersect with their own daily lives supports a vibrant, equitable and engaged community. The goals and strategies of the Education & Outreach focus area create a generation of leaders with the insight and foresight to advance sustainability, equity and climate justice for years to come.

2006 — PCC establishes its first learning garden at the Rock Creek campus

2008 — Students establish The Green Initiative Fund, later renamed the EcoSocial Justice Grant

2009 — PCC establishes the Sustainability Practices and Resources for Curriculum (SPARC) Council

2013 — PCC is a founding member of the Greater Portland Sustainability Education Network (UNU RCE)

2015 — PCC creates the Student Sustainability Focus Award

2017 — Student leaders establish the EcoSocial Justice Day annual event

2018 — PCC is a founding member of the Washington Oregon Higher Education Sustainability Conference

2019 — PCC establishes its fifth learning garden at the Cascade Campus

2020 — Students bypass $1 million in funding from the EcoSocial Justice Grant

Current State

PCC provides a variety of curricular-based opportunities for students to learn about sustainability and climate justice by offering more than 400 sustainability-related courses. A Sustainability Focus Award is given to students who demonstrate a multidisciplinary understanding of sustainability issues by taking a broad range of courses across academic disciplines. To streamline sustainability education offerings, the Sustainable Practices and Resources for Curriculum (SPARC) Council developed seven Green Course Outcomes and delivers annual training workshops to promote sustainability across curricula.

In PCC's most recent STARS submission, the college reported 131 sustainability-focused courses and an additional 330 sustainability-inclusive academic courses.

Education also takes place in many places outside the classroom at PCC. PCC uses the college's campuses as a living laboratory to support curriculum and engage students in college life that support their professional development. Community-based learning opportunities abound at all campuses and students can be engaged in getting service hours as well as learning skills related to areas ranging from sustainable design and building techniques to working in PCC learning gardens. Student leadership and development is another focal point of the college's efforts. An Eco Social Justice Director position is available through student leadership at each campus. These students organize events such as Eco Social Justice Day and sit on the college's Sustainability Leadership Council. Further, students have provided over $1.1 million in funding for sustainability initiatives through the Eco Social Justice Grant. These volunteer opportunities and experiences provide added value to PCC students' educational experience while serving the PCC community.

The college further promotes sustainability education culture by hosting and participating in annual events including Earth Week, the EcoChallenge and Eco Social Justice Day. The college has co-hosted both the Advancement of Sustainability in Higher Education's Annual Conference and the Oregon Higher Education for Sustainability Conference. PCC also participates in a number of intercampus collaborations that strengthen the collective impact of sustainability-related work. PCC co-founded the Washington Oregon Higher Education Sustainability Consortium (WOHESC) and helps plan the annual conference. PCC is also a founding member of the Greater Portland Sustainability Education Network (GPSEN), which encourages collaborative partnerships to create a sustainable future through formal, non-formal and informal education, training and public awareness campaigns.

Education and Outreach Goals and Strategies

The Education & Outreach focus area had a working group of 33 individuals including broad representation from faculty, students and staff covering Academic Affairs, Student Affairs, Facilities Management Services and Planning & Capital Construction. Community members also provided input. The three goals for education and outreach focus on the following themes: sustainability and climate justice curriculum, outreach and engagement, and community connection.

The college has significant sustainability and climate justice education and outreach efforts, so the goals of this section seek to build off this foundation to mainstream these efforts with a focus on access, diversifying representation and participation and supporting equitable student success. Additionally, PCC has long standing community connections, many of which are tied to sustainability and climate action. PCC seeks to take this to the next level by fostering intentional community partnerships that prioritize Black, indigenous and people of color (BIPOC)-led initiatives and priorities to build capacity and promote meaningful change.

The Education & Outreach goals build on PCC's past efforts and spirit of collaboration while supporting the college's strategic initiatives. These goals and related strategies support the college's Yes to Equitable Student Success (YESS) priorities including Academic and Career Pathways work, improving student outcomes through culturally responsive and equity-focused curriculum and support efforts centering basic needs and Pathways to Opportunity. Additionally, strategies under this goal support all four themes of the College's Strategic Plan, with a focus on fostering a sense of belonging, delivering equity-focused curriculum, establishing community collaboration and enhancing workforce development.

PCC efforts to educate and engage the college community extend beyond the classroom. PCC has a plethora of outreach and engagement opportunities currently available to the college community, so there is a strong foundation to build from. PCC seeks to extend this work by creating an inclusive and adaptive culture that embeds sustainability and climate justice engagement across all college programs and practices.

GOAL 1 SUSTAINABILITY AND CLIMATE JUSTICE CURRICULUM

By 2026, all students are supported and encouraged to engage with sustainability and climate justice education through student-centered curricular and co-curricular offerings that are equity-conscious.

STRATEGY 1.1	Expand sustainability and climate justice-related curricular offerings with a focus on high enrollment courses and an equitable approach to diversifying student, program and discipline representation
STRATEGY 1.2	Increase institutional awareness of and support for existing sustainability and climate justice curricular and co-curricular offerings
STRATEGY 1.3	Ensure all sustainability and climate justice curricular offerings are culturally responsive and support anti-racist pedagogies
STRATEGY 1.4	Support living-wage workforce development in sustainability and climate justice fields to usher in a new generation of professionals meeting industry and community needs

Education is at the core of PCC's mission. PCC plays a major role in educating the future green workforce, producing climate-literate citizens and empowering the next generation of sustainability and climate justice leaders necessary to thrive in today's changing world. This goal ensures that all students have access to sustainability and climate justice curricular and co-curricular offerings and that these offerings support college values and initiatives while prioritizing equitable student success.

Strategies associated with this goal prioritize expanding and diversifying curricular opportunities, including workforce development that supports the priorities and needs of industries and organizations advancing sustainability and climate justice. Additionally, it recognizes the need to increase awareness and institutionalize support for existing co-curricular programs that are inequitably distributed or under-supported, such as Learning Gardens and the Rock Creek Environmental Studies Center. In alignment with PCC's Yes to Equitable Student Success initiative and the college's Strategic Plan, this goal sets a target for all curricular offerings to be student-centered and equity-conscious. This will require broad collaboration to establish resources for faculty to utilize anti-racist frameworks with a focus on decolonizing sustainability and climate change curriculum and dismantling white supremacy culture.

Education and outreach in support of sustainability and climate justice are critical to developing responsible global citizens who can resolve major challenges facing humanity. This may be the college's best contribution to addressing the climate crisis.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GOAL 2 OUTREACH AND ENGAGEMENT

By 2026, the college community is supported with outreach and engagement opportunities to develop the skills, knowledge and practices necessary to lead a life active in sustainability and cimate justice.

STRATEGY 2.1	Provide accessible and inclusive mentoring, networking and professional development opportunities for students to cultivate the next cohort of sustainability and climate justice practitioners
STRATEGY 2.2	Expand culturally responsive sustainability and climate justice outreach and engagement offerings across the college, with a focus on diversifying participation, voices and collaborators
STRATEGY 2.3	Increase engagement and participation in current sustainability and climate justice events and initiatives across the college
STRATEGY 2.4	Enhance awareness of operational sustainability initiatives, including how students, staff and faculty impact and can engage with these efforts

PCC efforts to educate and engage the college community extend beyond the classroom. PCC has a plethora of outreach and engagement opportunities currently available to the college community, so there is a strong foundation to build from. PCC seeks to extend this work by creating an inclusive and adaptive culture that embeds sustainability and climate justice engagement across all college programs and practices.

Strategies associated with this goal seek to empower students in their sustainability and climate justice work through targeted professional development and increase sustainability and climate justice outreach and engagement offerings, with a focus on culturally competent programming and diversifying representation and participation. Further, strategies call to increase awareness through sustainability training and recognition ceremonies that acknowledge ongoing efforts such as behavior change campaigns that promote operational sustainability at the college.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

The student-funded Eco Social Justice Grant has provided more than $1.1 million to support sustainability and social justice initiatives at the college.

ECO SOCIAL JUSTICE GRANT
STUDENT FUNDED & SUPPORTED INITIATIVES

GOAL 3 COMMUNITY CONNECTION

By 2026, PCC is an anchor institution to advance sustainability and climate justice in the broader community, with a focus on engagement with Black-, indigenous- and people-of-color-led initiatives and frontline community priorities.

STRATEGY 3.1	Strengthen existing partnerships between PCC and local sustainability and climate justice organizations, ensuring the benefits center those most impacted, including frontline and vulnerable communities
STRATEGY 3.2	Build new partnerships to support and promote local BIPOC community-led sustainability and climate justice efforts
STRATEGY 3.3	Use PCC training programs and other college resources to empower the local community in advancing sustainability and climate justice for a Just Transition from fossil fuels
STRATEGY 3.4	Build relationships with local K-12 institutions to ensure prospective students see PCC as a premier destination to study and engage in sustainability and climate justice

Community is PCC's middle name. PCC celebrates the college's long standing connections in the community and seeks to build off this rapport. The intent is for PCC to be the first choice institution to partner with in advancing local community initiatives and priorities in sustainability and climate justice. Further, these partnerships will prioritize Black-, indigenous- and people-of-color-led initiatives while ensuring the benefits center those most impacted by the climate crisis, including frontline communities and vulnerable populations. PCC wants to honor the knowledge, leadership and resiliency of these communities and promote partnerships that foster meaningful change.

Strategies associated with this goal include identifying the needs and opportunities to support the goals of partner community organizations advancing sustainability and climate justice. This includes connecting with organizations engaged in regional climate justice efforts such as the Portland Clean Energy Fund, Portland's Climate Fellows and Oregon Just Transition Alliance. This goal for partnerships also extends to the local K-12 institutions, with a focus on establishing PCC as a premier destination in the Portland metro region for studying and advancing sustainability and climate justice.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

PCC co-founded Greater Portland Sustainability Education Network (GPSEN), acknowledged as a Regional Center of Expertise on Education for Sustainable Development by United Nations University.

GREATER PORTLAND SUSTAINABILITY EDUCATION NETWORK
A Regional Centre of Expertise on Education for Sustainable Development

Key Terms and Definitions: Education and Outreach

anti-racist pedagogy	the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism; the active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes, so that power is redistributed and shared equitably
culturally competent	an understanding of how institutions and individuals can respond with appreciation and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities
just transition	a vision-led, unifying and place-based set of principles, processes, and practices that build economic and political power to shift from an extractive economy to a regenerative economy
living laboratory	focuses on using PCC's campus for experiential learning; by using PCC's sustainability infrastructure as a testing ground for education and technology, PCC can advance sustainability and climate justice
Sustainable Practices and Resources for Curriculum (SPARC) Council	to help guide PCC's sustainability and sustainability-focused technology curricular activities, the PCC Cabinet established a college-wide academic sustainability committee, SPARC (Sustainable Practices for Academics and Resources Council) in 2009; members include staff, administrators, and instructors from across the disciplines
vulnerable populations	include the economically disadvantaged, racial and ethnic minorities, the uninsured, low-income children, the elderly, the homeless, those with human immunodeficiency virus (HIV), and those with other chronic health conditions, including severe mental illness

Focus Area

Resiliency

11 SUSTAINABLE CITIES AND COMMUNITIES

MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

2 BILLION PEOPLE

DO NOT HAVE ACCESS TO WASTE COLLECTION SERVICES

1 OUT OF 4 URBAN RESIDENTS

LIVE IN SLUM-LIKE CONDITIONS (2018)

ONLY HALF (53%) OF URBAN RESIDENTS HAVE CONVENIENT ACCESS TO PUBLIC TRANSPORT (2018)

500 METRES ..... 1,000 METRES

CONVENIENT ACCESS MEANS RESIDING WITHIN 500 M WALKING DISTANCE OF A BUS STOP/LOW-CAPACITY TRANSPORT SYSTEM AND 1000 M OF A RAILWAY OR FERRY TERMINAL

9 OUT OF 10 URBAN RESIDENTS BREATHE POLLUTED AIR

150 COUNTRIES HAVE DEVELOPED NATIONAL URBAN PLANS, WITH ALMOST HALF OF THEM IN THE IMPLEMENTATION PHASE

PCC aligns with the United Nations Sustainable Development Goals.
Source: The Sustainable Development Goals Report 2019. Lois Jensen, ed. ©2019 United Nations. Reprinted with the permission of the United Nations.

Introduction

PCC recognizes that long and short-term success of its students, staff and faculty are dependent on physical, social and mental health and can be measured by the college's ability to survive disruption, as well as anticipate, adapt and thrive in the face of change. The climate crisis requires both long-term solutions and agile responses as the impacts of climate change are already being felt and the intensity of these impacts will increase over time.

Resiliency focuses on reducing vulnerabilities in the connections between ecological health and human social systems. Incorporating resiliency into the 2021 Climate Action Plan allows PCC to center people at the heart of creating benefits and solutions to the climate crisis, ensuring that equity is a focus rather than an afterthought. The fight for climate justice is a reminder that climate change is a magnifier of existing social inequities. Using the principles of climate justice as a guide, PCC will work to mitigate the college's contributions to global climate change and distribute benefits from solutions equitably both locally and globally. PCC's resiliency practices must address threats to its neighbors in frontline and vulnerable communities.

Trees provide many ecosystem services including improving air quality, delivering oxygen, mitigating the climate, conserving water, preserving soil and supporting wildlife. Oftentimes, the monetary value is overlooked by organizations until it is too late.

The climate crisis, like the COVID-19 pandemic, differs from a traditional physical emergency (fire, power outage, drought, etc.) as this type of challenge persists for a long period of time and is highly dependent on external responses such as societal and economic systems for solutions. These challenges are disruptive and require addressing the root causes of injustice and providing agile responses as the temperature and climate shift. Answering the climate crisis demands from society that PCC respond with science-based solutions, meet social needs and engage in legislative and political action, as well as technological innovation. PCC must simultaneously advance mitigation efforts to reduce the impacts of global climate change while also adapting to new circumstances brought on by a warming planet.

2015

PCC Rock Creek receives AASHE's Case Study Award for Addressing Food Insecurity at the Rock Creek Learning Garden

2016

PCC releases Sanctuary College Statement

PCC becomes Tree Campus USA certified

PCC becomes fourth institution to receive Bee Campus USA designation

2019

PCC completes college-wide tree inventory

PCC receives a $300,000 grant from the Fred Meyer Foundation to combat food insecurity

2020

PCC completes an energy shutdown standardized operating procedure

Current State

PCC has taken many actions around aspects of resiliency as part of its sustainability work; however, this is the first time resiliency work is being framed as part of PCC's Climate Action Plan. Including resiliency in PCC's Climate Action Plan allows the college to create a holistic framework to mitigate impacts and adapt to a changing climate.

PCC's past efforts show up primarily around energy resiliency, ecological health and well-being. PCC's inventory of sustainable assets includes nine (at present) LEED buildings, three photovoltaic arrays, a variety of renewable energy credit purchase agreements, the Rock Creek Environmental Studies Center, five learning gardens and certifications for Bee Campus USA and Tree Campus USA.

Programmatic examples include a campus tree inventory of trees on campus, the addition of eco lawn areas, adding learning gardens and food pantries, the use of green cleaning supplies and pesticide use reduction (related strongly to the use of Integrated Pest Management). Many of these projects were supported by the student-funded Eco Social Justice Grant.

PCC also has a strong history of supporting social sustainability. Whether issuing a Sanctuary College statement or securing funding to combat food insecurity, PCC recognizes that the college needs to dismantle barriers and build inclusive systems of education and support to improve the experience and outcomes for PCC's diverse student body. PCC's Yes to Equitable Student Success (YESS) initiative has served as the roadmap for this work.

Goals and Strategies

The Resiliency working group included over a dozen representatives from the Office of Equity Inclusion, Identity Based Equity Centers, the Bee Campus/Tree Campus USA committees, the learning gardens and Verde, a community organization focused on building environmental wealth through social enterprise, outreach and advocacy. PCC's Resiliency goals cover five areas: Assessment, Support & Resources, Energy Resiliency, Ecological Health & Well-being and Alignment & Planning.

Resiliency provides another entry point for PCC Sustainability to support the college's Yes to Equitable Student Success (YESS) priorities of improving student outcomes by enhancing well-being and by responding to the potential for climate change to widen opportunity gaps,

The approach of the 2021 PCC Climate Action Plan to equity is rooted in the knowledge that like COVID-19 and Wildfires, Climate Change magnifies existing disparities. Oregon is in line with national data that shows that most likely to have experienced income loss are low-income, Black, Latinx, indigenous and/or women (October 2020, Oregon Employment Department).

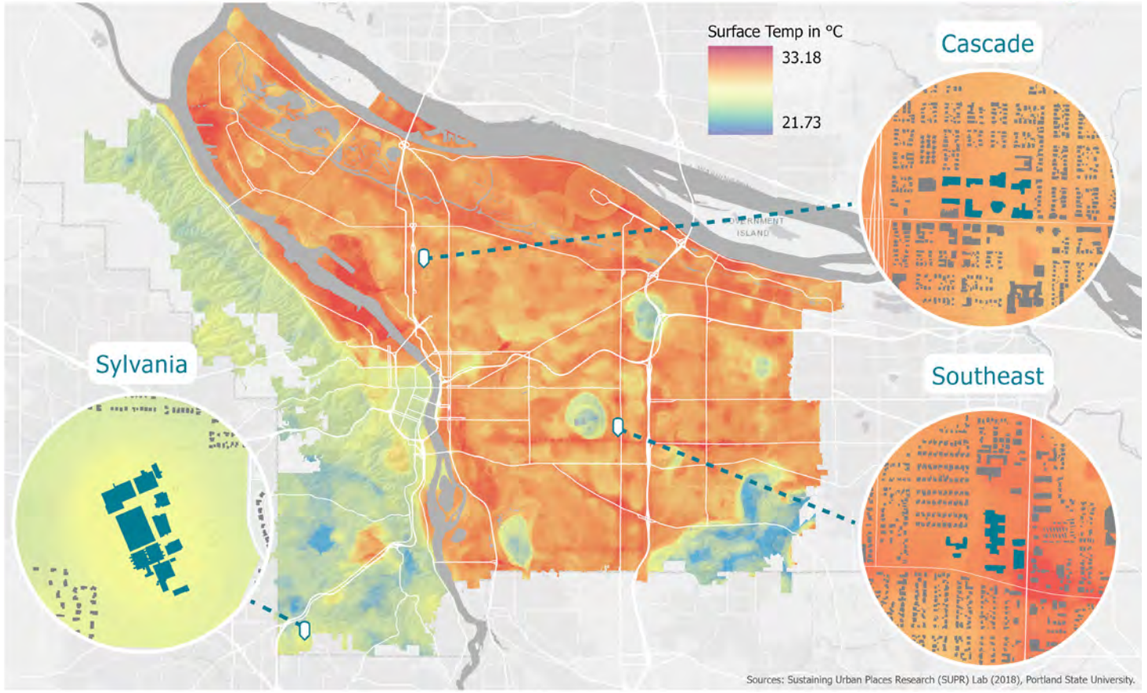
especially for communities of color and rural Oregonians. In addition, goals and strategies around resiliency clearly identify the need to improve agility around PCC's response to meeting community needs.

As PCC rests across four campuses and six centers, the college needs to ensure that the benefits of climate action and resiliency efforts are equitably distributed both within the college and the district. PCC is committed to creating and maintaining healthy grounds that serve the communities that PCC are located within, contributing to positive urban resiliency and providing quality education for all.

Several factors influence how different populations and allocation of resources are distributed across PCC's district, which spans five counties in northwest Oregon. These factors include relocation of Native American communities, racist mortgage practices around redlining and a history of immigration laws that strongly influence the composition of workers in local agricultural sectors. For example, gentrification continues to influence the racial and ethnic composition of frontline and vulnerable communities at each of PCC's locations.

Embedding resiliency across PCC plans and operations will allow the college to be better prepared for the many emergencies that derive from the impacts of climate change. These impacts are currently being felt; however, they will become more severe over time and this will necessitate a dynamic response. Recurring themes within resiliency include increased need for support and resources to help the college work across divisions and departments, an emphasis on ecological health and well-being and the incorporation of climate justice principles as a way to frame this support while aligning with area policy and plans. In particular, the emphasis on place as part of PCC's equity framework and PCC's impact on the neighborhoods in which it is located are new to this plan.

Figure 6. PCC campuses and urban heat index



Considerable data around resiliency work has been collected through Portland State University and the City of Portland and can be used to inform PCC's future resiliency work. As part of the climate action process, a student created several sample GIS maps that integrate resiliency data from Portland State University and the City of Portland with PCC's physical locations.These maps illustrate how PCC's locations fit in with the distribution of trees in the city, the urban heat index and risk from physical hazards such as landslides and can be used to inform the college's efforts at each PCC location. Additional data will need to be gathered for the parts of the college outside of Portland's city limits (e.g. the Rock Creek Campus and the Oregon Manufacturing and Innovation Center) that will be created as part of the college's future resiliency assessment efforts.

GOAL 1 ASSESSMENT AND PLANNING

By 2026, PCC has completed a college resiliency assessment on the vulnerabilities and hazards associated with climate change to ensure the long-term viability of our enterprise. This assessment highlights threats to our frontline and vulnerable communities and centers on those communities.

STRATEGY 1.1	Create a new multi-disciplinary committee tasked with assessing resiliency across PCC
STRATEGY 1.2	Inventory who, where and how resiliency work takes place at each campus in order to create a pool of baseline data for resiliency work
STRATEGY 1.3	Identify a plan for collecting resiliency data to close information gaps
STRATEGY 1.4	Complete the Second Nature resiliency assessment tool, Campus Evaluation of Resiliency Dimensions
STRATEGY 1.5	Analyze results of assessments and determine next steps

Climate change is a resiliency issue that affects all aspects of PCC and the wider community, including student success. Furthermore, the impacts from climate change magnify existing systemic and structural inequities and threaten PCC long-term sustainability. The Assessment and Planning goal will help PCC prepare college facilities, grounds and operations for a changing climate.

Strategies in this goal focus on data collection and assessment. PCC plans to lay the groundwork for future resiliency work by first performing a college-wide assessment on college resiliency to determine how to direct future work. Both baseline data and an assessment of how already existing data informs the college needs will assist in this analysis. A multi-disciplinary committee to guide this work would boost the overall effectiveness of the assessment.

PCC has some data around our natural resources (e.g., water use and a campus tree inventory); however, more work needs to be done in this area to create meaningful performance indicators and measures and to connect that information to wellbeing on campus. Additional data could provide a better understanding of the racial and ethnic composition of the neighborhood buildings PCC occupies and the students PCC serves and the social consequences of the college's environmental impacts. Communicating this data is an essential part of how PCC will use equity considerations for decision making.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GOAL 2 SUPPORT AND RESOURCES

By 2026, all departments and campuses at PCC have equitable access to ongoing financial support and resources for sustainability across all departments and campuses at PCC to ensure long-term viability.

STRATEGY 2.1	Assess current sustainability programming and associated financial needs across the college
STRATEGY 2.2	Create a proposal to ensure appropriate resources for sustainability
STRATEGY 2.3	Include a spatial assessment within the Facilities Plan that examines how much space the college has for long-term sustainable development, including capacity for renewable energy and canopy coverage

Sustainability efforts need to have sustainable institutional support. Strategies in this goal concern providing ongoing funding and staffing support for proven projects whether they originated from the student-funded Eco Social Justice Grant or were funded through Planning and Capital Construction. PCC's Support and Resources goal starts to create sustainable institutional support by taking a deep look at resource needs for sustainability college-wide. Those resources include funding, staffing, physical infrastructure and include funding and programs to infuse PCC's sustainability spaces with belonging. In addition, a long-term spatial assessment will aid in long-term planning for sustainability infrastructure.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

GOAL 3 ENERGY RESILIENCY

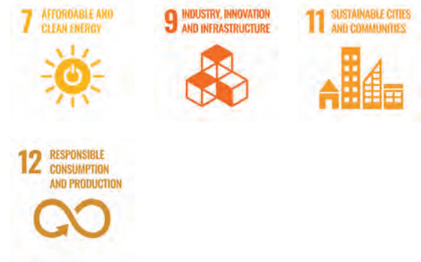
By 2026, PCC has developed energy resiliency strategies to reduce impact from climate change in emergency scenarios and be agile in the face of change.

STRATEGY 3.1	Explore innovative technologies to use renewable energy or low-carbon fuel alternatives as a backup system (e.g. battery storage)
STRATEGY 3.2	Use energy models to better understand building performance during low occupancy to improve emergency energy planning
STRATEGY 3.3	Develop an understanding of how PCC buildings and energy systems will perform under a changing climate
STRATEGY 3.4	Develop and/or update policies, standard operating procedures and guidelines to support reducing impact on climate change in emergency scenarios

As PCC transitions to using more electricity, thus decarbonizing PCC's energy mix, the college will still need to ensure that the college energy systems can endure during shorter-term emergencies. While the utility companies are charged with ensuring a resilient grid, PCC determines how best to provide backup power and support during an outage. As demonstrated in a recent ice storm, solar arrays and other renewable electricity sources in Oregon do not provide access to that power during a power outage.

Some recent emergencies at PCC have illustrated the need for increased resiliency planning around longer-term crises. For example, the COVID-19 pandemic demonstrated the need for the Facilities Management Services department to have procedures for longer-term shutdowns and for updates in the college's energy policy. Technological innovation is a must-have if the world is to meet the climate crisis. In addition, the use of these new technologies will provide new opportunities for the college to continue to educate PCC's community and to support green workforce development.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS



GOAL 4 ECOLOGICAL HEALTH AND WELLBEING

By 2026, PCC has incorporated design criteria that promote habitat stewardship and the wellbeing of students, staff, faculty and the neighborhoods the college inhabits. These criteria contribute to healthy learning and working environments, ecosystem health and a sense of belonging for all.

STRATEGY 4.1	Expand and increase the health and resiliency of the ecosystems and green spaces the College owns, manages and impacts to increase well-being, while providing an equitable college experience.
STRATEGY 4.2	Promote culturally responsive wellness at PCC
STRATEGY 4.3	Provide additional support for inclusive, culturally appropriate and trauma informed knowledge around food sovereignty and food justice
STRATEGY 4.4	Develop an understanding of active design and how elements of active design are currently woven into PCC's design standards and used on campus
STRATEGY 4.5	Integrate the use of design in the built environment that supports physical wellbeing, mental health and a sense of belonging

The health of the PCC community and the health of the environment are interdependent. A thriving college district and equitable student success necessitate a healthy learning and working environment and positive relationships with the communities PCC is located in. Since the PCC community spends 90% of its time indoors, the buildings where community members live, work, learn and relax have a profound effect on the community's wellbeing. Likewise, PCC can work to improve the quality of its outdoor spaces to encourage students, staff and faculty to connect with nature.

PCC believes that success requires equity: in essence, that basic human physical, social and mental needs must be met in order for the PCC community to thrive. PCC envisions that wellbeing encompasses access to healthy food, clean air, clean water, outdoor spaces that support mental health and physical activity, housing, a social support system and access to education.

This goal strives to enhance the health, productivity and quality of life of PCC's students, staff and faculty through the design and maintenance of the built environment and the development and implementation of cutting edge programs that contribute to wellbeing. One of PCC's strategies to accomplish this are to increase protection of the ecosystems and green spaces that PCC owns and manages, increase the health and resiliency of PCC grounds and provide additional support for inclusive, culturally appropriate and trauma-informed knowledge around food sovereignty and food justice. PCC's learning gardens are frequently used as convening points for these types of conversations.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

Large amounts of pavement and other non-reflective surfaces contribute to heat islands and exacerbate existing inequities for frontline and vulnerable communities by worsening health impacts. According to the U.S. EPA, "heat islands are urbanized areas that experience higher temperatures than outlying areas." Across the Portland metro area, more vulnerable members of PCC's community are more likely to live in areas with fewer trees, which makes these areas are also more prone to the creation of ground-level ozone associated with the rising temperatures expected from climate change.

GOAL 5 ALIGNMENT AND PLANNING

By 2026, PCC has aligned its climate action and resiliency efforts with planning efforts both within PCC and across the region to cultivate sustainability and climate justice with service toward frontline and vulnerability communities as a guidepost.

STRATEGY 5.1	Pool information related to embedding equity throughout PCC planning efforts with PCC staff (with additional opportunities with students to be found in the Outreach & Education goals)
STRATEGY 5.2	Share resiliency resources, such as PCC 2021 Climate Action Plan, within the region
STRATEGY 5.3	Integrate climate adaptation, climate hazard mitigation and recovery into the Facilities Plan
STRATEGY 5.4	Ensure that the Emergency Preparedness Plan considers climate adaptation, hazard mitigation and recovery

The Pacific Northwest continues to be on the leading edge of taking action on climate change and resiliency in the United States. The City of Portland and Multnomah County have incorporated aspects of climate justice into their plans. And, in 2018, BIPOC communities in Oregon led the effort that passed the nation's first-ever municipal climate justice fund, now known as the Portland Clean Energy Fund. The Portland Clean Energy Fund is a coalition of community organizations that focus on housing, homelessness, the environment, labor, and agriculture. This coalition includes members of faith based organizations, businesses and was endorsed by neighborhood associations and was supported by public officials across the region. Aligning PCC's Climate Action Plan with this work is essential for regional success.

Goal 5 connects back to PCC values around the responsibility to the community and PCC's dedication to working collaboratively and for a just transition. Climate emergency preparedness, as with pandemic and earthquake preparedness, require an additional level of coordination with outside agencies to ensure appropriate prevention and disaster response and should be incorporated across the college's major planning processes.

Strategies in this goal prepare PCC to engage with community partners by sharing information and continuing to innovate and respond to climate change, while integrating a longer-term outlook into other PCC processes. as part of the risk management planning process. Of particular concern is the potential for increase in longer and more frequent periods of high heat and poor air quality to ensure that the college is able to respond to the varying disruptions these can pose.

SUPPORT FOR THE U.N. SUSTAINABLE DEVELOPMENT GOALS

Key Terms and Definitions: Resiliency

active design	evidence-based design, development, and operational strategies to support healthy communities
food justice	seeks to ensure that the benefits and risks of where, what, and how food is grown, produced, transported, distributed, accessed and eaten are shared fairly
food sovereignty	the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems; puts the aspirations and needs of those who produce, distribute and consume food at the heart of food systems and policies rather than the demands of markets and corporations
frontline communities	those that experience "first and worst" the consequences of climate change. These are communities of color and low-income, whose neighborhoods often lack basic infrastructure to support them and who will be increasingly vulnerable as our climate deteriorates. These are Native communities, whose resources have been exploited, and laborers whose daily work or living environments are polluted or toxic
resiliency	the ability of a system or community to survive disruption and to anticipate, adapt, and flourish in the face of change. Core components of a resilient campus include community, flexibility, inclusiveness, learning, and prevention and management
trauma-informed care	understands and considers the pervasive nature of trauma and promotes environments of healing and recovery rather than practices and services that may inadvertently re-traumatize
wellbeing	a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well; good living conditions (e.g., housing, employment) are fundamental to wellbeing

Acknowledgments

Thank you to the climate action plan task force members who helped to create this plan:

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Verde

PCC 2021 Climate Action Plan

Summary of Goals

Scopes 1 & 2

GOAL 1 ENERGY REDUCTION

By 2026, PCC has reduced college energy consumption per square foot by 60% below 2006 levels.

GOAL 2 RENEWABLE ENERGY

By 2026, PCC has reduced its Scopes 1 and 2 greenhouse gas emissions by 75% below 2006 levels through decarbonization of its energy sources.

GOAL 3 FLEET EMISSIONS REDUCTION

By 2026, PCC has reduced college fleet fuel emissions by 25% below 2006 levels.

Scope 3

GOAL 1 SUSTAINABLE TRANSPORTATION AND TRAVEL

By 2026, PCC has reduced commuter and business travel greenhouse gas impacts per full-time equivalent by 20% below the 2006 baseline.

GOAL 2 SUSTAINABLE PROCUREMENT

By 2026, PCC purchaser and vendor contracts align with PCC's diversity, equity and inclusion, sustainability and climate action goals and values to ensure long-term viability of PCC's enterprise.

GOAL 3 WATER REDUCTION

By 2026, PCC has reduced the college's water consumption per square foot by 10% below 2019 levels.

GOAL 4 WASTE DIVERSION

By 2026, PCC has reduced greenhouse gas emissions from solid waste by 50% below 2006 levels.

Education & Outreach

GOAL 1 SUSTAINABILITY AND CLIMATE JUSTICE CURRICULUM

By 2026, all students are supported and encouraged to engage with sustainability and climate justice education through student-centered curricular and co-curricular offerings that are equity-conscious.

GOAL 2 OUTREACH AND ENGAGEMENT

By 2026, the college community is supported with outreach and engagement opportunities to develop the skills, knowledge and practices necessary to lead a life active in sustainability and cimate justice.

GOAL 3 COMMUNITY CONNECTION

By 2026, PCC is an anchor institution to advance sustainability and climate justice in the broader community, with a focus on engagement with Black-, indigenous- and people-of-color-led initiatives and frontline community priorities.

Resiliency

GOAL 1 ASSESSMENT AND PLANNING

By 2026, PCC has completed a college resiliency assessment on the vulnerabilities and hazards associated with climate change to ensure the long-term viability of our enterprise. This assessment highlights threats to our frontline and vulnerable communities and centers on those communities.

GOAL 2 SUPPORT AND RESOURCES

By 2026, all departments and campuses at PCC have equitable access to ongoing financial support and resources for sustainability across all departments and campuses at PCC to ensure long-term viability.

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To review additional resources for the 2021 Climate Action Plan,
visit the PCC Climate Action Plan website at pcc.edu/climateaction
or email sustainability@pcc.edu.