



AMERICAN COLLEGE & UNIVERSITY
PRESIDENTS CLIMATE COMMITMENT

Implementation Guide

Draft for Comment

Version 1.0

June 13, 2007

This is a draft version of the ACUPCC Implementation Guide. It has been released to give all signatory institutions an opportunity to give feedback and help shape the terms of the Commitment. Comments on any aspect of this guide are welcome and should be sent to acupcc@aaashe.org by Monday, July 16, 2007, when the comment period will end. Comments should suggest specific changes, and provide a clear rationale for the suggested changes. The comments will be compiled and presented to the ACUPCC Steering Committee, who will provide final resolution to any controversies. The guide will be revised to incorporate the feedback from signatories and re-released in August 2007. Future versions of this guide will be produced as necessary to respond to changing circumstances.

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Executive Summary

The Implementation Guide is the 'handbook' of the American College & University Presidents' Climate Commitment (ACUPCC). It provides more detail on the specific obligations represented in the Commitment, explains technical issues related to implementation, and outlines key policies. It is intended for use at several levels, including presidents and other senior administrators, sustainability committees and directors, ACUPCC implementation liaisons, etc.

Definitions and Schedules

Who's Who in the ACUPCC:

- **A Signatory** is any president or chancellor who signs the Commitment.
- **Charter Signatories** are those presidents and chancellors who sign the Commitment by September 15, 2007.
- **The Leadership Circle** is comprised of signatories who have agreed to help lead the initiative, promote it, and recruit colleagues to join. Any interested signatory may join the Leadership Circle through December 2007.
- **The Steering Committee** is the chief governing body of the ACUPCC. It is responsible for guidance, policy and direction of the ACUPCC. It is comprised of 15-20 volunteers from the Leadership Circle who reflect the diversity of higher education. Members of the Steering Committee are listed on the ACUPCC website, under "About."
- **The Supporting Organizations** are the Association for the Advancement of Sustainability in Higher Education (AASHE), Second Nature, and ecoAmerica. Under the guidance and direction of the Steering Committee, they work to support the ACUPCC by recruiting new signatories, helping with implementation, promoting the ACUPCC in the media, fundraising, etc.
- **The Implementation Advisory Committee** is made up of professionals who have extensive experience on campus sustainability and global warming programs. They provide guidance on resources campuses will need in implementing the ACUPCC and help shape implementation strategies, policies and resources.
- **The Implementation Support Network** refers to all the partner and supportive organizations, including many higher education associations, the US Green Building Council, the EPA and the American Council on Renewable Energy. These groups provide technical and administrative support where appropriate and generally promote the ACUPCC.

Implementation Schedule

For all *charter signatories* (those who sign the Commitment before September 15, 2007), the 'clock' for meeting implementation deadlines will start on September 15, 2007.

For *new signatories that sign after September 15, 2007*, there will be three implementation start dates per year: September 15, January 15, and May 15. When an institution signs the Commitment, the 'clock' for meeting implementation deadlines will start on the next start date.

Elements of the Commitment

Greenhouse Gas Inventory

- **Methodology** - The ACUPCC allows for the use of any methodology consistent with the standards of the Greenhouse Gas Protocol developed by the World Business Council for Sustainable Development and the World Resources Institute. All facilities under the control of the institution (including leased facilities) should be included in the inventory, though if necessary, exceptions will be allowed in certain instances.

- **Greenhouse Gases** - The six greenhouse gases covered under the Kyoto Protocol – carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), and sulphur hexafluoride (SF₆) – are covered in the ACUPCC using their “carbon dioxide equivalent” values for the inventory.
- **Scope** - Sources of emissions are separated into three “scopes.” The ACUPCC will cover emissions from scopes 1 (direct emissions from activities controlled by the institution), and 2 (indirect emissions from producing electricity consumed by the institution), as well as some aspects of scope 3 (specifically, indirect emissions from commuting and air travel paid for by the institution)
- **Forest Lands** - Carbon sequestered in forest lands may be counted in inventories if specific accounting guidelines are followed.
- **Certification** - Third party verification or certification is not required by the ACUPCC, though it is encouraged, and institutions should take steps to ensure their emissions inventory is complete and accurate.

Tangible Interim Actions

In the Commitment, signatories agree to complete at least two tangible actions from a list of seven options while the long-term plan for climate neutrality is being developed (within two years of signing). The Implementation Guide provides details on meeting this portion of the Commitment and gives examples of schools that are taking each of these actions.

Climate Neutral Plan

The ACUPCC requires that within two years, signatories develop a plan that includes a target date and interim milestones for achieving climate neutrality as soon as possible. Climate neutrality is defined as having no net greenhouse gas (GHG) emissions, to be achieved by minimizing GHG emissions as much as possible, and using carbon offsets or other measures to mitigate the remaining emissions. Each institution sets its own target date for reaching climate neutrality so offsets need not be purchased immediately or even in the near future. If an institution were to eliminate all of its GHG emissions by its target date, offsets would not be necessary at all.

The plan must also include how the institution will fulfill the educational and research aspects of the Commitment that will help all of society achieve climate neutrality and is the ultimate benefit of leadership by higher education. This element will be highly institution-specific, but should describe the institution's current education and research activities related to climate change and sustainability, and set out planned actions to make these a part of the curriculum, research agenda, and other educational experience for all students.

It is recommended that the final action plan be in the form of a brief summary report of three to five pages that is non-technical and accessible to the general public.

To create the plan, institutions will identify, evaluate, and prioritize measures based on their potential to avoid or reduce GHG emissions, flexibility as a step towards future measures, return on investment, potential for negative social and environmental side-effects, potential for synergies with other measures, and other criteria. In many cases, early actions can reduce costs or generate savings. If possible, it is recommended that mechanisms be established to reinvest these savings in the secondary and tertiary measures that may have higher upfront costs. Careful analysis of the emissions reduction measures will enable signatories to envision possible courses of action and establish targets that are in line with the commitment to achieve climate neutrality *as soon as possible*, but that is also realistic, flexible and affordable.

The supporting organizations are working with the implementation advisory committee and other partners to develop resources and tools to assist in creating climate neutral plans.

Signatories may choose to modify their plans from time to time in response to changing circumstances. In such cases, the revised plan should be provided to AASHE for posting and dissemination.

Progress Reports

Reporting Requirements

Signatory institutions are required to make their action plan, inventory, and progress reports publicly available by providing them to AASHE for posting and dissemination. Signatories will submit these materials through an online form on the AASHE website, providing maximum flexibility for sharing the data. The reports will include basic information about the institution (e.g. size, location), emissions data, and implementation progress.

One year after their implementation start date, signatories are expected to report the results of their GHG emissions inventory. Within 2 years, signatories are obliged to submit their climate action plans. At 3 years, signatories will be expected to report both their GHG emissions and their progress in implementing their climate action plans. Starting in year 4, signatories will be encouraged to submit a GHG inventory and report progress annually, but will only be required to do so every other year.

In the event that a signatory is unable to meet the terms of the ACUPCC, the institution may remain in good standing by submitting in writing to the Steering Committee a request for an extension. A signatory that does not meet the terms and has not received an extension will be considered to be in non-fulfillment of the ACUPCC. Signatories that are not in good standing will be so noted on the website as well as in the annual reports.

Introduction

Thank you for participating in the American College & University Presidents' Climate Commitment (ACUPCC). Through your leadership, America's higher education community can play a determinant role in addressing climate change, one of the defining challenges of the 21st century.

This Implementation Guide was developed to more fully define the terms of the ACUPCC. At the direction of the Steering Committee, it was produced by the supporting organizations with input and feedback from signatories as well as the Implementation Advisory Committee. The purpose of the Guide is to answer common questions about each component of the ACUPCC and to set out the requirements necessary to be considered in "good standing" within the ACUPCC.^{*} Specifically, this document provides guidance on:

- when the implementation period begins;
- forming an institutional structure;
- conducting a greenhouse gas emissions inventory;
- meeting the tangible action items;
- developing a climate education and operational action plan; and
- reporting on progress in implementation.

Please direct questions about this Guide and the terms of the ACUPCC to Julian Dautremont-Smith, Associate Director of AASHE (julian@ashe.org).

Overview of the Commitment

The American College & University Presidents' Climate Commitment is a high-visibility effort to make campuses more sustainable and address global warming by garnering institutional commitments to reduce and ultimately neutralize greenhouse gas emissions on campus and to accelerate the research and educational efforts of higher education to equip society to re-stabilize the earth's climate. The effort is modeled after the U.S. Mayors Climate Protection Agreement.

Building on the growing momentum for leadership and action on climate change, the Presidents Climate Commitment provides a framework and support for America's colleges and universities to go climate neutral. The Commitment recognizes the unique responsibility that institutions of higher education have as role models for their communities and in training the people who will develop the social, economic and technological solutions to reverse global warming.

Presidents signing the Commitment are pledging to eliminate their campuses' greenhouse gas emissions over time. This involves:

- Completing an emissions inventory;
- Within two years, setting a target date and interim milestones for becoming climate neutral;
- Taking immediate steps to reduce greenhouse gas emissions by choosing from a list of short-term actions;
- Integrating sustainability into the curriculum and making it part of the educational experience;
- Making the action plan, inventory and progress reports publicly available.

The college and university presidents and chancellors who are joining and leading the Commitment believe that exerting leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities.

^{*} Participation in the ACUPCC is voluntary, and these requirements are not intended to be legally binding.

The full text of the Commitment can be found in Appendix A and on the ACUPCC website:
www.presidentsclimatecommitment.org

Who's Who in the ACUPCC

Signatory

Any president or chancellor who signs the Commitment is a Signatory.

Charter Signatory

A president or chancellor who signs the Commitment by September 15, 2007 is a Charter Signatory.

Leadership Circle

The Leadership Circle is comprised of signatories who have agreed to help lead the initiative, promote it, and recruit colleagues to join. Any interested signatory may join the Leadership Circle through December 2007.

Steering Committee

The Steering Committee is the chief governing body of the ACUPCC. It is responsible for guidance, policy and direction of the ACUPCC. It is comprised of 15-20 volunteers from the Leadership Circle that reflect the diversity of higher education. The members of the Steering Committee are listed on the ACUPCC website.

Supporting Organizations

Under the guidance and direction of the Steering Committee, the supporting organizations work to support the ACUPCC in a variety of ways, including recruiting new signatories, helping signatories implement the Commitment, promoting the ACUPCC in the media, and fundraising. The three supporting organizations are: the Association for the Advancement of Sustainability in Higher Education (AASHE), Second Nature, and ecoAmerica.

Implementation Advisory Committee

The Implementation Advisory Committee is made up of 20-25 experts and practitioners who have experience working with emissions reduction activities on campus. The Committee provides guidance about resources campuses will need to support them in implementing the ACUPCC and helps shape implementation strategies, policies and resources.

Implementation Support Network

The Implementation Support Network refers to all the partner and supportive organizations, including many higher education associations, the US Green Building Council, the EPA and the American Council on Renewable Energy. These groups provide technical and administrative support where appropriate and generally promote the ACUPCC.

Implementation Periods

To facilitate reporting and enhance possibilities for coordination and collaboration, the implementation period for all institutions that sign the ACUPCC prior to September 15, 2007 will begin on September 15, 2007. This means that these signatories must:

- Create or designate institutional structures to guide the development and implementation of a comprehensive plan to achieve climate neutrality by November 15, 2007 (i.e. within two months of 'signing');
- Complete a greenhouse gas inventory by September 15, 2008 (i.e. within one year of 'signing');

- Develop an action plan for becoming climate neutral and initiate two or more of the six tangible actions described in the Commitment by September 15, 2009 (i.e. within two years of 'signing').

The implementation period for institutions that sign the ACUPCC after September 15, 2007 will begin on the next of three implementation cycle start dates throughout the year: January 15, May 15, and September 15. For example, the implementation period for an institution that signs the ACUPCC in February 2008 would begin on May 15, 2008.

Organizational Boundaries

The ACUPCC is intended to cover all organizational units of signatory institutions, including multiple campuses. However, when participation in the ACUPCC by one or more organizational units – such as a specialized research facility – would present a unique and unduly burdensome challenge, signatory campuses may choose to exclude these units. The rationale for excluding such units should be provided in all reporting related to the ACUPCC.

Institutional Structures

The ACUPCC calls for signatories to create "institutional structures" to guide the development and implementation of a comprehensive climate action plan. These structures are to be created within two months from the start of the signatory's implementation period. The institutional structure could take the form of a committee, taskforce, council or other body that is appointed specifically for the purpose of implementing the terms of the ACUPCC, or a pre-existing body (such as a sustainability council) that is given responsibility for ACUPCC implementation.

Because achieving climate neutrality will require support from all sectors of campus, these structures should, at a minimum, include staff, faculty, student, and administrator representatives. Signatories may also choose to include trustees or members of the community as participants in the process. The institutional structure should have a chair or other designated person who serves as the primary contact person on ACUPCC matters.

Beyond this broad outline, the exact form and composition of the structure will be left to the discretion of the signatory institutions.

Greenhouse Gas Emissions Inventory

The ACUPCC requires signatories to complete a comprehensive inventory of all greenhouse gas (GHG) emissions within one year after the beginning of their implementation period. This section provides guidance for how signatories should conduct their emissions inventory.

To ensure comparability and consistency in reporting, it is desirable for all signatories to use the same methodology to calculate their emissions. However, the establishment of standards for ACUPCC GHG inventories is complicated by the fact that signatories are already using a variety of tools and methodologies to track their emissions, and in some cases they are enrolled in programs – such as the California Climate Action Registry or the Chicago Climate Exchange – that require emissions be calculated in specific ways.

In light of this fact, signatories may use any methodology and/or calculator that is consistent with the standards of the Greenhouse Gas Protocol (GHG Protocol) of the World Business Council for Sustainable Development (WBCSD) and the World Resources Institute (WRI). The GHG Protocol is the most widely

used international accounting tool for quantifying greenhouse gas emissions and it provides the accounting framework for nearly every GHG standard and program in the world, including the Chicago Climate Exchange and the California Climate Action Registry. Clean Air Cool Planet's (CACP) Campus Carbon Calculator is also consistent with GHG Protocol standards.

For signatories not participating in another GHG inventorying program, the CACP calculator is recommended because it was designed specifically for campuses and is the most commonly used tool for campus inventories.

Organizational Boundaries

The organizational boundary for institutional GHG emissions inventories should be the same as organizational boundary for participation in the ACUPCC, as described above. It is recommended that signatories refer to Chapter 3 of the *Greenhouse Gas Protocol Corporate Accounting and Reporting Standard* and Chapter 2 of the California Climate Action Registry's *General Reporting Protocol* for guidance on how to account for GHG emissions from operations or facilities in which signatories have a partial ownership share or working interest, hold an operating license, lease, or otherwise represent joint ventures or partnerships of some kind (both incorporated and unincorporated).

Temporal Boundaries

Before beginning an institutional GHG emissions inventory, signatories must determine the time period over which they wish to evaluate their emissions. To allow for comparability and aggregation of data, signatories are to calculate and report their emissions over periods of one year, as is standard practice. To simplify the data collection process, signatories may calculate their emissions according to their fiscal or academic year, rather than by calendar year. Whichever time period a signatory chooses, it should use the same time period consistently.

To aid the climate neutral planning process, signatories will need to understand their emissions trajectory over time. Therefore, signatories should endeavor to calculate, to the extent practical, their emissions from each year since 2000 (or the 2000-01 fiscal or academic year). For guidance in tracking emissions over time, and specifically how to deal with structural changes such as acquisitions and divestments, it is recommended that signatories consult Chapter 5 of the *Greenhouse Gas Protocol Corporate Accounting and Reporting Standard*.

Operational Boundaries

Consistent with GHG Protocol standards, signatories are expected to track and report emissions of the six greenhouse gases covered under the Kyoto Protocol[†]: carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), and sulphur hexafluoride (SF₆).

Although water vapor is a GHG, it is not included under the Kyoto Protocol or other GHG programs, and signatories are not expected to estimate their emissions of water vapor. This is because "[w]ater vapor is so plentiful in the atmosphere already that additional emissions are unlikely to absorb any significant amount of infrared radiation" and it is "[a]lso likely that the amount of water vapor held in the atmosphere is generally in equilibrium, and that increasing emissions of water vapor would not increase atmospheric concentrations" thus, "anthropogenic water vapor emissions at the Earth's surface are unlikely to be an important element in either causing or ameliorating climate change."¹

Global Warming Potentials

Signatories will be expected to calculate the emissions of each gas separately, and aggregate them into units of carbon dioxide equivalents (CO₂-e) on the basis of each gas' global warming potential (GWP)[‡].

[†] The Kyoto Protocol to the United Nations Framework Convention on Climate Change is an international agreement ratified by over 170 countries that set targets and timetables for cutting the greenhouse gas emissions of industrialized countries.

[‡] Global warming potential refers to the total contribution to global warming resulting from the emission of one unit of gas relative to one unit of carbon dioxide. For example, if methane has a global warming potential of 21, it means that 1 lb. of methane has the

While each of the Inter-governmental Panel on Climate Change's (IPCC) Assessment Reports contains updated global warming potentials for the six Kyoto gases, international convention and many GHG programs including the California Climate Action Registry continue to use the GWPs contained in the IPCC's Second Assessment Report for consistency. For purposes of the ACUPCC, signatories may choose to use GWPs from the Second Assessment Report, or the most up-to-date GWPs from the IPCC.

Scopes

To help delineate direct and indirect emission sources, improve transparency, facilitate fair comparisons, and provide utility for different types of organizations and different types of climate policies and goals, the GHG Protocol defines three "scopes" (scope 1, scope 2, and scope 3) for GHG accounting and reporting purposes.

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. Scope 2 refers to indirect emissions generated in the production of electricity consumed by the institution. Lastly, Scope 3 refers to all other indirect emissions, including those generated from commuting to and from campus, institution air travel, waste disposal, the production of purchased products, and more.

Consistent with the GHG Protocol standards, ACUPCC signatories are required to account for and report on emissions from scopes 1 and 2. In addition, as specified in the Commitment, signatories are required to include emissions from commuting and air travel, to the extent that data is available. Signatories are strongly encouraged, to the extent practical, to also account for report on other scope 3 emissions, especially those from sources that are large and highly able to be influenced by institutions.

Campus Forests

Institutions that own large tracks of forest land may choose to include carbon sequestered by the forested area within their GHG inventory. Institutions interested in doing so should follow the GHG Protocol's [Land Use, Land-Use Change, and Forestry Guidance for GHG Project Accounting](#), which provides guidance to ensure that reductions from forest lands are real, lasting, and "additional."

Small Emission Sources (De Minimis Emissions)

Signatories are encouraged to track and report their emissions to the fullest extent practical. However, consistent with the rules for participation in the Chicago Climate Exchange and the California Climate Action Registry, participants may designate small emissions sources that are difficult to track as *de minimis* and exclude them from the inventory, provided that the emissions sources collectively comprise less than 5% of the institution's total GHG emissions. Institutions declaring certain emissions sources as *de minimis* should use rough, upper-bound estimates to ensure that these emissions sources do in fact contribute less than 5% of the institutions' total emissions. The estimations and assumptions used to determine *de minimis* emissions should also be described within the institution's GHG inventory. For further guidance on *de minimis* emissions, signatories should consult Chapter 5 of the *California Climate Action Registry General Reporting Protocol*.

Verification/Certification

Emissions inventory verification or certification is not required of ACUPCC signatories, though signatories are encouraged to take steps to ensure their emissions inventory is complete and accurate. Chapter 7 of the *Greenhouse Gas Protocol Corporate Accounting and Reporting Standard* contains guidance on ensuring inventory quality that will be helpful in this regard. Additionally, Chapter 9 includes an overview of the key elements of a GHG verification process that will be useful to those signatories interested in pursuing verification or certification of their emissions inventory.

same impact on climate change as 21 lbs. of carbon dioxide and thus 1 lb. of methane would count as 21 lbs. of carbon dioxide equivalent.

GHG Inventory Resources

[Greenhouse Gas Protocol Corporate Accounting and Reporting Standard](#)

[California Climate Action Registry General Reporting Protocol](#)

[Clean Air Cool Planet Campus Carbon Calculator](#)

[List of campus greenhouse gas emissions inventories](#)

Tangible Actions

The ACUPCC requires signatories to initiate **two** or more of seven specified tangible actions to reduce greenhouse gases while the comprehensive plan is being developed. This means the actions should be taken within two years after start of the implementation period, unless otherwise specified, as in option E on green power purchasing. This section provides explanations and examples of each of the six options presented in the Commitment.

It is acceptable to count policies and practices in place prior to signing the ACUPCC, and that remain in place while the plan is being developed, toward meeting this part of the Commitment.

A. Green Building Policy

Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.

To achieve this option, signatories must adopt and implement a written policy stating the institution's intention to meet or exceed LEED Silver standards or equivalent for all new campus construction. Signatories are encouraged, but not required, to apply for LEED Silver certification from the USGBC. An internal system of evaluating all new buildings to ensure that they meet LEED Silver standards is acceptable. The policy may include a qualifier limiting application of the policy to new buildings over 5,000 gross square feet.

A signatory institution wishing to use an alternate green building standard may do so as long as they provide in their ACUPCC reporting a clear rationale as to why the alternate standard should be considered equivalent with LEED Silver.

Examples

Clemson University

Clemson has adopted a Sustainable Building Policy which stipulates that "all new facilities over 5,000 gross square feet and major capital renovations costing more than 50% of building replacement value shall seek to acquire a LEED Silver rating at a minimum."

http://www.clemson.edu/facilities/pdf/p&p/Sustainable_Building_Policy.pdf

University of North Carolina at Chapel Hill

UNC Chapel Hill's Design and Construction Guidelines specify that "every project is expected to incorporate measures that would allow it to be certified at the [LEED] silver level," but certification is not required.

<http://www.fpc.unc.edu/DesignGuidelines.asp>

Resources

[US Green Building Council](#)

[List of campus green building policies](#) (AASHE member resource)

B. ENERGY STAR Procurement Policy

Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.

To achieve this option, signatories must adopt and implement a written policy stating the institution's intention to purchase ENERGY STAR certified products in all areas for which such ratings exist. The policy may include a qualifier limiting application of the policy to "whenever financially possible," "when the extra cost is less than or equal to the resulting energy savings," or "wherever practical."

Examples

The University of California System (10 campuses)

UC campuses follow a system-wide Policy on Sustainable Practices which mandates that "for product categories that have ENERGY STAR® rated products available, the University will focus its procurement efforts only on products with an ENERGY STAR® rating, consistent with the needs of UC researchers."

<http://www.ucop.edu/ucophome/coordrev/policy/PP032207guidelines.pdf>

Villanova University

Villanova has adopted an Energy Star Purchasing Policy which states that "Villanova University is to purchase Energy Star equipment for both single and mass purchasing actions whenever financially possible."

<http://www.finaffairs.villanova.edu/policy/procurement/energystarpolicy.pdf>

Resources

[ENERGY STAR for Higher Education](#)

[List of campus procurement policies that support purchasing of energy efficient appliances](#)

(AASHE member resource)

C. Air Travel Offsetting

Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.

To achieve this option, signatories must adopt and implement a written policy stating the institution's intention to purchase carbon offsets for campus air travel. Since few campuses currently track air miles traveled, and doing so would be unduly burdensome, a campus may approximate their total air travel miles by multiplying the total amount spent on air travel by a factor of \$0.25 per passenger air mile.² Alternatively, a signatory might implement such a policy by arranging for its travel agent(s) to track and offset the campus air travel emissions.

Given the emerging nature of the carbon offset market, signatory institutions are encouraged to exercise due diligence before committing to particular offset suppliers. To the extent possible, institutions should select offset suppliers that:

- are transparent about the projects where their offsets originate, and provide sufficient information about these projects to enable customers to evaluate offset quality;
- have strong and objective policies to ensure that offset projects are additional and would not have happened without the existence of the offset market;
- are transparent about their project selection processes and other internal operations;
- monitor offset projects to ensure reductions are occurring as projected;
- provide offsets with ancillary social and environmental benefits beyond GHG reductions; and
- use third-party verification to ensure offset quality;

For more detailed explanations of what to look for when purchasing offsets, institutions are encouraged to read the two reports listed in the resources section.

Since there is currently no well established and widely used certification system for carbon offsets and other greenhouse gas products, the Steering Committee has not adopted any specifications for types of greenhouse gas products acceptable within the ACUPCC. As certification systems develop, the Steering Committee will consider the adoption of quality standards for offsets that count under the ACUPCC.

Example

College of the Atlantic

COA follows a Net Zero Greenhouse Gas Emissions Resolution (approved by the Board of Trustees) that states the College's intent "to avoid, reduce or offset all greenhouse gas emissions associated with the activities of the college," including "transportation associated with academic programs, and transportation to and from campus by students, staff and faculty, and other transportation made necessary by campus events."

<http://www.coa.edu/html/carbonnetzeroproc.htm>

Resources

[Consumer's Guide to Retail Carbon Offset Providers](#)
[Voluntary Offsets For Air-Travel Carbon Emissions Report](#)

D. Provision of Public Transportation

Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution.

To achieve this option, signatories may provide free or heavily subsidized (50% or more below retail price) public transportation passes to students, faculty and staff. Operation of a fare-free shuttle system that provides access to key parts of campus and to surrounding neighborhoods also meets the intent of this option. Merely encouraging faculty, staff, and students to use public transportation is not sufficient to achieve this action option.

Examples

University of Colorado at Boulder

All students, faculty, and staff at CU Boulder receive fare-free transit passes (called "U-passes") allowing unlimited use of public transportation within the region. The student portion of the program is funded by a mandatory student fee approved in student elections.

<http://ucbparking.colorado.edu/AlternativeTransportation/>

Lewis & Clark College

The college provides students, faculty and staff with a fare-free shuttle system that provides access to downtown Portland as well as local neighborhoods and grocery stores.

<http://www.lclark.edu/dept/parking/shuttle.html>

E. Green Power Purchasing

Begin purchasing or producing at least 15% of our institution's electricity consumption from renewable sources" within one year of signing the ACUPCC.

To achieve this option, at least 15% of a signatory's total electricity consumption must be derived from renewable sources. A campus may achieve this through purchasing renewable energy produced off-site, by installing and operating one or more renewable energy generating devices on campus, or any combination thereof.

Purchased renewable energy must be "Green-e" certified to count towards the 15% necessary to achieve this action option. The Green-e Renewable Energy Certification Program is the leading voluntary

certification and verification program for renewable electricity-based products. Green-e certification ensures that renewable energy products meet strict environmental and consumer protection standards. Green-e certified renewable energy products are available from a variety of nationwide retailers, and may also be available from the signatory's electric utility.

Consistent with Green-e standards, on-campus installations of the following electricity sources may also count towards meeting the terms of this action option: wind, solar, geothermal, low-impact hydropower, clean biomass, and bio-diesel. If a signatory is selling the renewable energy credits derived from such installations, the signatory may not also count the electricity from these installations toward meeting this option. Likewise, if the renewable energy generating devices installed on campus are owned and maintained by a third party, the institution must have contractual rights to the associated emissions reductions for the electricity to count towards achieving the 15%. Otherwise two parties would be claiming emissions reductions for the same electricity.

Examples

New York University (wind power purchase)

In October 2006, NYU purchased 118,000,000 KWh of wind power, an amount equivalent to the power that the University purchases annually from its electric utility.

<http://www.nyu.edu/public.affairs/releases/detail/1235>

Western Washington University (student-funded renewable energy purchase)

In spring 2004, 85% of voting students supported a fee increase of up to \$19 per quarter to purchase renewable energy. In response to the student request, the WWU Board of Trustees approved a Renewable Energy Fee of \$1.05 per credit with a maximum of \$10.50 per quarter. The fee generates approximately \$355,000 annually, which enables the University to purchase 100 percent of its electricity from renewable sources.

http://west.wvu.edu/ucomm_news/articles/1067.asp

University of Minnesota, Morris (wind turbine)

UMM has installed a 1.65 MW wind turbine on its campus. The turbine produces 5.6 million kilowatt hours of power annually, more than half of the University's annual electricity use.

<http://www.morris.umn.edu/greencampus/WindsOfChange.pdf>

Butte College (solar panels)

Butte installed 1.06 MW of solar photovoltaic panels in August 2005. The panels generate 1.6 million kWh annually and reduce the college's utility bills by one third

<http://www.renewableenergyaccess.com/rea/news/story?id=35896>

Resources

[Green-e](#) (includes a list of retailers of Green-e certified renewable energy products)

[EPA's Green Power Partnership](#)

[List of campus solar electric installations](#)

[List of campus wind turbine installations](#)

F. Climate Friendly Investing

Establish a policy or a committee that supports climate and sustainability shareholder proposals at companies where our institution's endowment is invested.

To achieve this option, signatories may adopt and implement a written policy stating the institution's intention to vote in favor of shareholder resolutions that support action to reduce GHG emissions. Alternatively, signatories may establish an advisory committee on responsible investment with student and faculty participation to review and make recommendations on climate-related shareholder resolutions at companies in which the signatory's endowment is invested.

Examples**Stanford University**

Stanford has adopted policy guidelines that instruct the endowment to vote in favor of shareholder resolutions that support action to reduce greenhouse gas emissions.

Dartmouth College

The Dartmouth Advisory Committee on Investor Responsibility has consistently supported shareholder resolutions that support action to reduce greenhouse gas emissions.

<http://www.dartmouth.edu/~finance/committees/acir.html>

Resources

[Sustainable Endowments Institute](#)

[Responsible Endowments Coalition](#)

G. Waste Minimization

Participate in the Waste Minimization component of the national RecycleMania competition, and adopt 3 or more associated measures to reduce waste.

To achieve this option, signatories must participate in the Waste Minimization component of RecycleMania, a friendly competition among campuses to increase recycling and reduce waste. The competition takes place every year over a 10 week period in the spring and requires contestants to report waste generation in a user-friendly online system. The Waste Minimization component of the competition rewards the institution that produces the least amount of municipal solid waste (including both recyclables and trash) per person.

Signatories wishing to meet this option must also adopt 3 or more associated measures to reduce waste. Waste minimization measures that would count towards meeting this part of the Commitment include but are not limited to:

- creating accrual mechanisms to use savings in disposal costs or other funding measures to fund further waste reduction initiatives;
- purchasing office equipment with waste prevention in mind (e.g. electronic interface, double-sided capabilities etc.);
- purchasing office equipment and furniture from campus surplus department if existent;
- working with vendors to reduce transportation packaging (e.g. require vendors shipping on a pallet to take it back with the next delivery);
- reusing and/or redistribute packing materials from central stores and campus distribution centers;
- promoting inter-office reusable envelopes for campus mail and review/improve campus systems for reclaiming extra envelopes for reuse;
- replacing production of paper materials with online alternatives wherever possible (e.g. telephone directories, course catalogs, room selection, bill payment, grade distribution, etc.)
- creating an opt-out registry for unwanted bulk mail from off-campus sources;
- encouraging the cancellation of unnecessary or duplicate subscriptions;
- implementing campus printing initiatives which prohibit or discourage unlimited printing in computer labs and copy rooms;
- promoting the use of printer settings and paper reduction software (e.g. GreenPrint);
- prohibiting or discouraging non-recyclable (bright, dark, or plastic-coated) paper;
- creating an office supplies exchange on campus;
- offering discounts or other incentives for using reusable mugs in campus dining operations;
- creating an action plan for better materials management in concessions operations and sporting events;
- using bulk condiment dispensers instead of single serving packages in dining operations;
- implementing materials management improvements in "grab & go" dining operations if used;

- establishing a system to review and approve placement of new campus trash containers;
- creating and promoting a system for the campus community to report wasteful practices and offer suggestions for waste reduction;
- incorporating materials management information into new employee and/or new student orientation programs;
- recognizing materials management roles in relevant staff job descriptions including administrative assistants, purchasing officials, and building proctors.

Other waste minimization activities that the institution believes are roughly equivalent to measures listed may also count toward achieving this option.

Examples

University of Texas at Austin

UT Austin won the Waste Minimization competition in RecycleMania 2007. The University recycles almost 40% of its waste, and has a variety of programs underway to cut down on waste generation.

Resources

[Recyclemania](#)
[College and University Recycling Council \(CURC\)](#)

Climate Neutral Plan

The ACUPCC requires signatory institutions to develop an institutional action plan for becoming climate neutral. This action plan is to be developed within two years, and should include a target date as well as interim milestones for achieving climate neutrality as soon as possible. The plan should also describe planned actions to make climate neutrality and sustainability a part of the curriculum and/or other educational experience for all students as well as actions to expand research, community outreach and/or other efforts necessary to achieve climate neutrality. Finally, the plan should describe mechanisms for tracking progress on goals and actions.

For purposes of the ACUPCC, climate neutrality is defined as having no net greenhouse gas (GHG) emissions, to be achieved by minimizing GHG emissions as much as possible, and using carbon offsets or other measures to mitigate the remaining emissions. Under the Commitment, each institution sets its own target date for reaching climate neutrality so offsets need not be purchased immediately or even in the near future. If an institution were to eliminate all of its GHG emissions by its target date, offsets would not be necessary at all. Schools may purchase offsets at any time; however it is recommended that available funds be directed toward achieving GHG reductions on campus, especially in the early stages when 'low hanging fruit' (i.e. relatively easy reductions with high returns on investment) are available.

General Format

It is recommended that the final action plan be in the form of a brief summary report of three to five pages that is non-technical and accessible to the general public.

The institutional structure responsible for the ACUPCC should record and compile information about the process of developing the plan. This record should include minutes from meetings, input from stakeholder groups, and a longer, more detailed report with descriptions of emissions reduction activities, plan for contingency (e.g. if interim targets are missed, or the plan needs to be amended), and information about key actors, technologies, etc.

Target Date and Interim Targets

According to the IPCC, in order to limit the global mean temperature increase to 2-2.4 degrees Celsius, global emissions need to be reduced 50-85% below 2000 levels by 2050, with CO₂ emissions peaking before 2015.³ As institutions consider their own targets, they are encouraged keep this broader context in mind. If higher education is lead to society in this effort, its targets should be at least as ambitious as those called for globally.

To aid the target-setting process, the ACUPCC institutional structure will want to develop a comprehensive list of potential measures for avoiding or reducing GHG emissions from each of the sources included in the GHG inventory. Each measure on the list can then be evaluated for its:

- 1) potential to avoid or reduce GHG emissions
- 2) flexibility as a step towards future emissions-reduction measures
- 3) return on investment
- 4) potential to create negative social and environmental side-effects
- 5) relationship to other potential measures and opportunities for synergistic measures

Once the measures have been evaluated, they can be prioritized based on the criteria above, and early actions can be identified. In many cases, early actions can reduce costs or generate savings. If possible, it is recommended that mechanisms be established reinvest these savings in the secondary and tertiary measures that may have higher upfront costs.

Careful analysis of the emissions reduction measures will enable signatories to envision possible courses of action and establish targets that are in line with the commitment to achieve climate neutrality *as soon as possible*, but that is also realistic, flexible and affordable.

Chapter 11 of the *Greenhouse Gas Protocol Corporate Accounting and Reporting Standard* provides additional guidance on setting targets.

Curriculum and Other Educational Experiences

This section of the plan will be highly institution-specific and should take into account the institution's particular strengths. It should start by describing the institution's current educational offerings (both curricular and extra-curricular) related to climate change and sustainability. It should then set out planned actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.

Example actions that institutions may wish to consider for inclusion in this section of the plan include:

- Initiation of faculty development workshops on climate change and sustainability
- Creation of new academic programs related to climate change and sustainability
- Establishment of a graduation requirement in sustainability
- Development of institution-wide incentives or programs to encourage faculty across the institution to address sustainability in their courses
- Participation in climate-related educational initiatives like [Focus the Nation](#)
- Implementation of student life educational initiatives related to climate change and sustainability, such as: peer-to-peer sustainability outreach and education efforts like ["Eco-Rep" programs](#); sustainability pledge programs (e.g. [Graduation Pledge](#) or [Harvard Campus Sustainability Pledge](#)); First Year Experience and/or New Student Orientation sustainability sessions; sustainability themed housing; and sustainability competitions between residence halls.

This section of the climate action plan should also explain how the implementation of the ACUPCC will be integrated into the institution's educational efforts (e.g. by having students or classes perform the campus GHG inventory), as well as how the entire campus community (including alumni) will be made aware of the institution's participation in and progress toward implementing the ACUPCC.

Because some of these educational actions can also lead to emissions reductions, these efforts (as appropriate) should be integrated with the previous section.

Research, Community Outreach, and Other Efforts

As with the previous section, this section of the plan will be highly institution-specific and will take different forms depending on the type of institution. It should start by describing the institution's current research and/or community outreach efforts related to climate neutrality and sustainability, as well as any other relevant activities not covered elsewhere in the plan (e.g. using endowment investments to support GHG reductions). It should then set out planned actions to expand these efforts.

Example actions that institutions may wish to consider for inclusion this section of the plan include:

- Establishment of research fellowships or other financial support mechanisms for research related to climate change and sustainability
- Initiation of major research initiatives related to climate change and sustainability
- Provision climate and sustainability related research opportunities for students
- Creation of research institutions or academic centers on related to climate change or sustainability
- Initiation of community service or service-learning activities related to climate neutrality
- Development of community partnerships related to GHG reductions and sustainability
- Introduction of community education initiatives related to climate change and sustainability

This section of the climate action plan should also explain how the surrounding community will be made aware of the institution's participation in and progress toward implementing the ACUPCC.

Tracking Progress

The final section of the climate action plan should describe how the institution will track its progress in achieving the goals set out in the rest of the plan.

For example, signatories may wish to establish a centralized reporting system to track actions taken to reduce emissions as well as efforts to incorporate climate neutrality and sustainability into educational, research, and community service activities. This system could also include evaluations about the cost and benefits of each project so as to help foster intra-and inter-campus learning.

Signatories are encouraged to also consider more quantitative methods of tracking progress. For example, since GHG inventories are only required every other year, signatories might utilize energy management and related systems to continuously monitor major emissions sources. Similarly, to measure success in making climate neutrality and sustainability part of the educational experience for all students, signatories might conduct periodic sustainability literacy surveys of students or surveys of faculty to assess the sustainability content of their courses.

Modifying the Plan

Signatories may choose to modify their plans from time to time in response to changing circumstances. In such cases, the revised plan should be provided to AASHE for posting and dissemination. In addition, changes to the plan and the reasons for them should be described in reporting associated with the ACUPCC.

Signatories are encouraged to reevaluate their plans at least every other year (in conjunction with the ACUPCC reporting schedule) and make any changes necessary to keep plans relevant and up-to-date.

Reporting Requirements

ACUPCC signatory institutions are required to make their action plan, inventory, and progress reports publicly available by providing them to the Association for the Advancement of Sustainability in Higher Education (AASHE) for posting and dissemination. Signatories will submit these materials to AASHE through an online form on the AASHE website, providing maximum flexibility for sharing the data.

Required Information

The online form will ask signatories for a variety of information about their GHG emissions and plans to reduce those emissions. In addition to basic information like institution name and contact information, the form will request three types of information:

- *Contextual* – these will be questions about contextual information that would facilitate peer comparisons, including the institution's "Basic" Carnegie Classification, its size (in both student FTE and gross square footage), and its community type (urban, rural, or suburban).
- *Emissions* – these will be questions about the institution's emissions, including boundaries, scope 1 emissions by source, scope 2 emissions, scope 3 emissions by source, reductions due to offsets, de minimis emissions, and trend data.
- *Climate Action Plan Implementation* – these will be questions about the institution's progress in implementing its climate action plan, including the tangible action options the institution has decided to undertake.

Reporting Frequency

A signatory's due date for reporting is the same as the date when the signatory's implementation period began. The following reporting deadlines apply from the start of each signatory's implementation period:

- After 1 year, signatories are expected to report the results of their GHG emissions inventories;
- After 2 years, signatories are obliged to submit their climate action plans;
- After 3 years, signatories will be expected to report both their GHG emissions and their progress in implementing their climate action plans;
- Starting in year 4, signatories will be encouraged to report annually, but will only be required to do so every other year.

Non-fulfillment

Participants in the ACUPCC are expected to make every effort to meet the terms of the Commitment outlined in this document. A signatory that does not meet one or more of the terms and has not received an extension through the process described below is considered to be in non-fulfillment of the ACUPCC and is not in good standing. Signatories that are not in good standing with the ACUPCC will be so noted on the website as well as in the annual reports and other materials related to the ACUPCC.

Failure to meet a target or milestone set out in a signatory's plan for climate neutrality does not in and of itself mean that a campus is in non-fulfillment of the ACUPCC. In such cases, signatories are expected to disclose the deviation from the plan in their progress reports, and describe planned steps to get back into accordance with their plan. If circumstances necessitate modifications to the targets and milestones within the plan, signatories may revise their plan according to the guidelines above.

A signatory that is in non-fulfillment of the ACUPCC may come back into good standing at any time by taking the required steps.

Extensions

In the event that, despite its best efforts, a signatory is unable to meet all of the terms of the ACUPCC, the signatory may remain in good standing by submitting in writing to the Steering Committee a request for an extension. The request should describe the signatory's efforts to fulfill the terms of the ACUPCC and explain why it has been unable to do so. The request should also include a new target date for meeting the terms of the Commitment as well as a list of steps the signatory will take to achieve this

target. The request should be submitted as soon as the signatory becomes aware that it will be unable to fulfill its obligations under the ACUPCC. The Steering Committee will then review the request and decide whether to grant it.

Definition of Terms

Charter Signatory	A president or chancellor who signs the Commitment by September 15, 2007 is a Charter Signatory.
Climate Neutrality	For purposes of the ACUPCC, climate neutrality is defined as having no net GHG emissions, to be achieved by minimizing GHG emissions as much as possible, and using carbon offsets or other measures to mitigate the remaining emissions.
The Commitment	The American College & University Presidents' Climate Commitment (ACUPCC) generally, and more specifically the document containing the requirements and deadlines of the ACUPCC, which presidents and chancellors sign on behalf of their institutions.
De Minimis Emissions	GHG emissions from one or more sources, for one or more gases which, when summed, are materially insignificant. For the purposes of the ACUPCC, the de minimis level is less than 5% of the institution's total emissions, as is the standard.
GHG Emissions Inventory	A baseline quantification of GHG emissions, from which emissions reductions can be measured and progress towards climate neutrality can be tracked.
Greenhouse Gas (GHG)	For the purposes of the ACUPCC, GHGs are the six gases covered under the Kyoto Protocol: carbon dioxide (CO ₂); methane (CH ₄); nitrous oxide (N ₂ O); hydrofluorocarbons (HFCs); perfluorocarbons (PFCs); and sulphur hexafluoride (SF ₆).
Implementation Advisory Committee	The Implementation Advisory Committee is made up of 20-25 experts and practitioners who have experience working with emissions reduction activities on campus. The Committee provides guidance about resources campuses will need to support them in implementing the ACUPCC and helps shape implementation strategies, policies and resources.
Implementation Periods	The periods set by the three annual start dates for when the 'clock starts ticking' for meeting the deadlines for implementing the requirements of the ACUPCC. They are: September 15, January 15, and May 15.
Institutional Structures	The party or parties responsible for carrying out the obligations of the ACUPCC on campus. This could be new or existing group(s) on campuses and could be represented in the form of a committee(s), task force(s), working group(s), etc. The institutional structure will have a chairperson who is the liaison with the supporting organizations.
Leadership Circle	The Leadership Circle is comprised of signatories who have agreed to help lead the initiative, promote it, and recruit colleagues to join. Any interested signatory may join the Leadership Circle through December 2007.
Operational Boundaries	The boundary established for identifying emissions associated with the institution's operations. The process for establishing operational

	boundaries includes categorizing direct and indirect emissions, and choosing the scope of accounting and reporting for indirect emissions.
Organizational Boundaries	The boundary established for identifying which aspects (departments, schools, joint ventures, etc.) of the institution that it owns or controls will be included under the ACUPCC.
Scope 1	A reporting category that accounts for direct GHG emissions from sources the institution owns or controls.
Scope 2	A reporting category that accounts for indirect GHG emissions from the generation of purchased electricity consumed by equipment or operations owned or controlled by the institution.
Scope 3	A reporting category that accounts for indirect GHG emissions from all other sources that occur as a consequence of the institution's activities but are not owned or operated by the institution.
Signatory	Any president or chancellor who signs the Commitment is a Signatory.
Steering Committee	The governing body of the ACUPCC that is responsible for policy decisions and will have final decision making authority on controversial issues.
Supporting Organizations	The three non-profit organizations responsible for facilitating the overall process and managing the day-to-day administration of the ACUPCC, at the direction of the Steering Committee. They are: the Association for the Advancement for Sustainability in Higher Education (AASHE), Second Nature, and ecoAmerica.
Temporal Boundaries	The time period over which GHG emissions are evaluated. In the case of the ACUPCC they are evaluated annually, either by calendar year or the institution's fiscal or academic year.

¹ Energy Information Agency, Emissions of Greenhouse Gases in the United States 1995 DOE/EIA-0573(95) (Washington, D.C., 1996) <http://www.eia.doe.gov/oiaf/1605/gg96rpt/chap1.html#head1>.

² Huang, S. (2000). An Analysis of Air Passenger Average Trip Lengths and Fare Levels in US Domestic Markets. [Working Paper] Institute of Transportation Studies, University of California, Berkeley. <http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1005&context=its>

³ Working Group III contribution to the Intergovernmental Panel on Climate Change. Fourth Assessment Report. "Climate Change 2007: Mitigation of Climate Change." Summary for Policymakers. Bangkok, Thailand. 30 April – 4 May 2007. <http://www.ipcc.ch/SPM040507.pdf>.

Appendix A

The American College & University Presidents Climate Commitment

We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic and ecological effects. We recognize the scientific consensus that global warming is real and is largely being caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.

While we understand that there might be short-term challenges associated with this effort, we believe that there will be great short-, medium-, and long-term economic, health, social and environmental benefits, including achieving energy independence for the U.S. as quickly as possible.

We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities. **Accordingly, we commit our institutions to taking the following steps in pursuit of climate neutrality:**

1. Initiate the development of a comprehensive plan to achieve climate neutrality as soon as possible.
 - a. Within two months of signing this document, create institutional structures to guide the development and implementation of the plan.
 - b. Within one year of signing this document, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, commuting, and air travel) and update the inventory every other year thereafter.
 - c. Within two years of signing this document, develop an institutional action plan for becoming climate neutral, which will include:
 - i. A target date for achieving climate neutrality as soon as possible.
 - ii. Interim targets for goals and actions that will lead to climate neutrality.
 - iii. Actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.
 - iv. Actions to expand research or other efforts necessary to achieve climate neutrality.

v. Mechanisms for tracking progress on goals and actions.

2. Initiate two or more of the following tangible actions to reduce greenhouse gases while the more comprehensive plan is being developed.

- a. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.
- b. Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.
- c. Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.
- d. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution
- e. Within one year of signing this document, begin purchasing or producing at least 15% of our institution's electricity consumption from renewable sources.
- f. Establish a policy or a committee that supports climate and sustainability shareholder proposals at companies where our institution's endowment is invested.
- g. Participate in the Waste Minimization component of the national RecycleMania competition, and adopt 3 or more associated measures to reduce waste.

3. Make the action plan, inventory, and periodic progress reports publicly available by providing them to the Association for the Advancement of Sustainability in Higher Education (AASHE) for posting and dissemination.

In recognition of the need to build support for this effort among college and university administrations across America, we will encourage other presidents to join this effort and become signatories to this commitment.

Signed,

***The Signatories of the American College & University
Presidents Climate Commitment***