





IMPLEMENTATION GUIDE

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Measure Greenhouse Gas Emissions: Within one year of their implementation start date and at least every other year thereafter, participating colleges and universities must complete an inventory and publicly report on their greenhouse gas emissions using established protocols outlined in this document.

Tangible Actions: Within two months of their implementation start date, signatories agree to select two or more tangible actions, from a list of seven options, to be completed while their long-term climate action plan is being developed (within two years). This Guide provides details on meeting this portion of the Commitment and provides examples of schools taking each of these actions.

Climate Action Plan: Within two years of their implementation start date, signatories agree to develop a climate action plan that includes a target date and interim milestones for achieving climate neutrality. Climate neutrality is defined as having no net greenhouse gas (GHG) emissions, within a minimum scope of boundaries laid out in this Guide. This is to be achieved through such measures as conservation, renewable energy, and carbon offsets or other measures to mitigate the remaining emissions.

Reporting Requirements: Signatory institutions commit to make their institutional structure, greenhouse gas inventory, climate action plan, 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.

In addition to providing more detailed information on the elements of the ACUPCC, this Implementation Guide includes useful information on carbon offsets, on various administrative aspects of the Commitment, and a glossary of terms.

Information on the Commitment itself is available through the ACUPCC website, www.presidentsclimatecommitment.org. The site includes contact information for the Commitment organizers, current news and events, and an up-to-date listing of Signatories. For assistance please contact:

Technical questions on this guide or ACUPCC implementation: Toni Nelson, ACUPCC Program Director, tnelson@secondnature.org, (859) 940-2545

General questions on this guide or on ACUPCC implementation:

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

This Implementation Guide is the "handbook" for implementation 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 more fully define the specific obligations represented in the Commitment, explain technical issues related to implementation, and set out the conditions necessary to be considered in "good standing" within the ACUPCC.¹ Specifically, this document provides guidance on:

- ! when implementation begins;
- ! forming an institutional structure;
- ! conducting a greenhouse gas emissions inventory;
- ! meeting the tangible action options;
- ! developing a climate action plan; and
- ! reporting on implementation progress.

Information on the Commitment itself is available through the ACUPCC website, www.presidentsclimatecommitment.org. The site includes contact information for the Commitment organizers, current news and events, and an up-to-date listing of Signatories. For assistance please contact:

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General questions on this guide or on ACUPCC implementation: reporting@ashe.org.





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.

Building on the growing momentum for leadership and action on climate change, the ACUPCC 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

provide technical and administrative support where appropriate, and generally promote the ACUPCC.



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To facilitate reporting and enhance possibilities for coordination and collaboration, the implementation start date for all Charter Signatories (those that signed the ACUPCC prior to September 15, 2007) is September 15, 2007. This means that Charter Signatories must:

- ! Create or designate institutional structures to guide the development and implementation of a comprehensive climate action plan and select at least two of the tangible actions from the Commitment by November 15, 2007 (i.e. within two months);
- ! Complete a greenhouse gas inventory by September 15, 2008 (i.e. within one year);
- ! Develop a climate action plan and implement at least two of the seven tangible actions by September 15, 2009 (i.e. within two years).
- ! Progress reports on the implementation of the Climate Action Plan are due two years after submission of the Climate Action Plan, beginning September 15, 2011. Subsequent progress reports are due every two years thereafter.

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

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The ACUPCC is intended to cover all organizational units of signatory institutions, including multiple campuses. Signatories should refer to the [Greenhouse Gas Protocol Corporate Accounting and Reporting Standard](#)

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American College & University Presidents' Climate Commitment signatories agree 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 of the signatory's implementation start date. 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.

The structure should be empowered with the authority necessary to implement the Commitment, and should include high-level participants who have the ability to enact elements of the plan. Further, 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.

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American College & University Presidents' Climate Commitment signatories agree to complete a comprehensive inventory of all GHG emissions within one year after their implementation start date. This section provides guidance for conducting a GHG emissions inventory.

To enable comparability and consistency in reporting, signator

and specifically how to deal with structural changes such as acquisitions and divestments, signatories should 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:² carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), and sulphur hexafluoride (SF₆). The main focus should be on CO₂ since emissions of PFCs or SF₆ are unlikely to originate on campus, and emissions of CH₄, N₂O, and HFCs are likely to represent only a small percentage of an institution's total emissions.

Global Warming Potentials

Signatories are 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)³. While each of the Inter-governmental Panel on Climate Change (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. All GWPs should be over a 100 year time horizon.

Scopes

To help delineate direct and indirect emission sources, improve transparency, facilitate fair comparisons, and provide utility for different types of organizations and different climate policies and goals, the GHG Protocol defines three “scopes” for GHG accounting and reporting purposes.

Scope 1 refers to direct GHG emissions occurring from sources that are owned or controlled by the institution,



Consistent with the GHG Protocol standards, ACUPCC signatories agree to account for and report on emissions from Scopes 1 and 2. In addition, as specified in the Commitment, signatories agree to report some Scope 3 emissions, specifically those from air travel paid for by or through the institution and regular commuting to and from campus, to the extent that data are available. For purposes of the Commitment, commuting is defined as travel to and from campus on a day to day basis by students, faculty, and staff. It does not include student travel to and from campus at the beginning and end of term or during break periods.

Emissions from commuting and from .0 1o Consistent

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 they 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

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 S

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 a written policy stat

total air travel expenditures into a rough estimate of passenger air miles. Alternatively, a signatory might implement such a policy by arranging for its travel agent(s) to track and offset the campus air travel emissions.

Resources

! [Guidance on Scope 3 Emissions, pt 2: Air Travel](#)

<http://www.aashe.org/blog/guidance-scope-3-emissions-pt-2-air-travel>

Guidance related to carbon offset purchasing is contained in the section on offsets below. Institutions may not count green power purchases undertaken to achieve tangible action E toward meeting the requirements of this tangible action as well – that would be double counting.

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/carbonnetzerproc.htm>

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 must 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 (i.e. not just between campus and remote parking lots) also meets 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 "Eco-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 PRODUCTION OR 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, signatories may install and operate one or more renewable electricity generating devices on campus; purchase renewable electricity produced off-site but directly connected to campus; purchase renewable energy credits (RECs, also known as Green Tags); or any combination thereof such that 15% of the institution's total electricity consumption is either derived directly from renewable sources or mitigated through the purchase of RECs.

On-campus installations of the following electricity sources may count towards meeting the terms of this action option: wind, solar, geothermal, lo

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>

New York University (REC purchase)

In October 2006, NYU purchased 118,000,000 kWh of wind power RECs, 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 REC purchase)

In spring 2004, 85% of voting students supported a fee increase of up to \$19 per quarter to purchase RECs. 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 offset 100 percent of its electricity consumption with RECs.

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

Resources

- ! Green-e (includes a list of retailers of Green-e certified renewable energy products)

<http://www.green-e.org/>

F. CLIMATE-FRIENDLY INVESTING

Establish a policy or a committee that su

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

- ! establishing a campus recycling program;
- ! creating accrual mechanisms to use savings in disposal costs to fund further waste reduction initiatives;
- ! purchasing office equipment with waste prevention in mind (e.g. electronic interface, double-sided capabilities etc.);
- ! establishing a campus surplus department;
- ! 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;



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The ACUPCC signatory institutions agree to develop an institutional action plan for becoming climate neutral. This climate action plan is to be developed within two years of the implementation start date, and should include a target date as well as interim milestones for achieving climate neutrality as soon as possible. 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. To achieve climate neutrality under the terms of the Commitment, all Scope 1 and 2 emissions, as well as those Scope 3 emissions from air travel paid for by or through the institution and regular commuting to and from campus, must be neutralized.

The plan should explain how the institution intends to achieve climate neutrality by its target date. It 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 toward the achievement of GHG reductions for the institution and/or the community and society. Finally, the plan should describe mechanisms for tracking progress on goals and actions. Signatories may choose to incorporate their climate action plan into a more comprehensive sustainability plan.

The plans are to be aspirational statements of intent rather than binding commitments. It is expected that signatories will adjust their plans over time in response to new information and changing circumstances.

GENERAL FORMAT

The climate action plan should be in the form of a brief summary report that is comprehensible by and accessible to the general public. For consistency, signatories are encouraged to include the following sections in their report (several of which are explained in greater detail below):

- ! *Introduction* – describes why the institution is taking this initiative and other background information.
- ! *Campus Emissions* – describes the institution's current emissions trajectory and sets a target date for climate neutrality. This section should include visual representations of the institution's emissions trajectory under business as usual and under the ACUPCC plan, as well as a graph illustrating the contribution to the institution's total emissions from each emission source.



2. flexibility as a step towards future emissions-reduction measures
3. return on investment or financial impact
4. potential to create positive and/or negative social and environmental side-effects
5. relationship to other potential measures and opportunities for synergistic measures
6. potential to be scaled upward if successful
7. potential to involve students and faculty

Once the measures have been evaluated, they can be prioritized based on the same criteria, and early actions can be identified. In many cases, early actions can reduce costs or generate savings. To facilitate the financing of steps toward climate neutrality, signatories may wish to consider establishing mechanisms 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 target

- ! Inclusion of students on building and construction, operations, and facilities committees
- ! Implementation of student life educational initiatives related to climate change and sustainability, such as: peer-to-peer outreach and education efforts like "Eco-Rep" programs*; sustainability pledge programs (e.g. Graduation Pledge* or Harvard Campus Sustainability

As with the previous sections, this section of the climate action plan will be highly institution-specific. It should start by describing the institution's current 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:

- ! 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
- ! Development of programs that support faculty and staff in making personal efficiency upgrades at their residences, such as subsidized home efficiency audits.

This section of the 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, 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



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ACUPCC signatory institutions agree to make their climate action plan, inventory, and progress reports publicly available by providing them AASHE for posting and dissemination. Signatories agree to submit these materials to AASHE through an online reporting system on the AASHE website. This will provide a common template for reporting and allowing maximum flexibility for sharing data.

REQUIRED INFORMATION

The online reporting system 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 reporting system 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, emissions calculator and coefficients used, 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 signatory's implementation start date. The following reporting deadlines apply:

- ! Within 2 months, signatories are committed to submitting information on the institutional structure for developing their climate action plans, including designating the institutional liaison and the two tangible actions that will be implemented before the end of year 2;
- ! Within 1 year, signatories are committed to reporting the results of their GHG emissions inventories;
- ! Within 2 years, signatories are committed to submitting their climate action plans;
- ! Starting in year 3, signatories will be encouraged to

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A “carbon offset” is a reduction or removal of carbon dioxide equivalent GHG emissions that is used to counter balance or compensate for (“offset”) emissions from other activities. Offset projects reducing GHG emissions outside of an entity’s boundary generate credits that can be purchased by that entity to meet its own targets for reducing GHG emissions within its boundary. Offset credits can only be generated from such a project if the emissions reductions *would not have otherwise occurred* in the absence of a market for the credits. Since there is currently no well-established and widely-used certification system for carbon offsets, the Steering Committee has not adopted any specifications for types of offset products that are acceptable within the ACUPCC. The Steering Committee has released the ACUPCC Voluntary Carbon Offset Protocol which provides guidance to institutions in evaluating the quality of offsets and making informed investments. As the offset markets and certification systems continue to develop, the Steering Committee may consider the adoption of more formal standards for offsets that count under the ACUPCC.

It is important to note that, 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 through other means by its target date, offsets would not be necessary at all. In general, signatories agree that the primary responsibility is to act directly to reduce their own GHG emissions by first planning, funding, and initiating programs that avoid GHG

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ACUPCC. The maximum length of an extension is four months, and only one extension can be granted per report.

The Steering Committee or designee will then review the request and decide whether to grant it.

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Participants in the ACUPCC agree 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 above 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 climate action plan 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.



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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

- 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 a

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Greenhouse Gas Protocol Corporate Accounting and Reporting Standard

<http://www.ghgprotocol.org/templates/GHG5/layout.asp?type=p&MenuId=ODg4&doOpen=1&ClickMenu=Corporate%20Standard>

California Climate Action Registry's General Reporting Protocol

<http://www.climateregistry.org/Default.aspx?TabID=3347&refreshed=true>

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Greenhouse Gas Protocol (GHG Protocol)

<http://www.ghgprotocol.org/>

Campus Carbon Calculator

<http://www.cleanair-coolplanet.org/toolkit/content/view/43/124/>

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California Climate Action Registry General Reporting Protocol

<http://www.climateregistry.org/protocols/>

Greenhouse Gas Protocol Corporate Accounting and Reporting Standard

<http://www.ghgprotocol.org/templates/GHG5/layout.asp?type=p&MenuId=ODg4&doOpen=1&ClickMenu=Corporate%20Standard>

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Greenhouse Gas Protocol Corporate Accounting and Reporting Standard

<http://www.ghgprotocol.org/templates/GHG5/layout.asp?type=p&MenuId=ODg4&doOpen=1&ClickMenu=Corporate%20Standard>

Focus the Nation

<http://www.focusthenation.org/>

"Eco-Rep" programs

<http://www.aashe.org/resources/peer2peer.php>

Graduation Pledge

<http://www.graduationpledge.org/>

Harvard Campus Sustainability Pledge

<http://www.greencampus.harvard.edu/pledge/>

