The Pathway to Carbon Neutrality & Whole Systems Sustainability

Overview of a Climate Action Plan

Submitted by
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October 14, 2009
Overview

Inherent in the mission and learning outcomes of Colby-Sawyer College is a commitment to our larger community, the natural environment, and a sustainable lifestyle. When President Galligan signed the American College and University Presidents’ Climate Commitment (ACUPCC) in 2007, he made that pledge explicit and set the college on a path to a carbon neutral future. The ACUPCC presents us with a personal and an institutional challenge, as well as the opportunity to take a leadership role alongside other colleges who are setting benchmarks for a thriving and environmentally-sound society. The Climate Action Plan, in addition to being a requirement of the ACUPCC, will provide our campus community with a roadmap for reducing our greenhouse gas emissions and embodying whole systems sustainability in all of our decisions and actions.

ACUPCC 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.

Brief History
In 2006 a group of students in the Environmental Studies Department enrolled in their required “Community-Based Research Project” class; and, instead of the usual “outside” community partner, they turned their attentions and talents toward Colby-Sawyer College’s operations. President Tom Galligan charged the students with the task of conducting a sustainability assessment of the college. As part of their work the students formed Green ROUTES, which developed a final report containing specific recommendations for policies and initiatives that would Redirect Our campuses Toward Environmental Sustainability (ROUTES). A year later in September 2007 President Galligan signed the American College and University Presidents’ Climate Commitment (ACUPCC), and soon after that the college Strategic Plan included, for the very first time, a commitment to sustainability.

Colby-Sawyer College introduced a number of initiatives and activities specifically aimed at reducing our carbon emissions, increasing awareness, and fostering a sustainable lifestyle. Also in September 2007, the President established a Campus Sustainability Advisory Committee that met four times a year and identified priorities, planned events, suggested policies, and provided input and advice. As a result of these efforts sustainability initiatives were implemented in several areas across the campus. A few of these are listed below (this is only a partial list):

- More high performance windows installed in most residence halls.
- “Tray-less” meals offered in dining hall to save on food waste and energy.
- College Strategic Plan updated to include: “Committed to creating an environmentally sustainable campus community.”
- Recycling efforts on campus increased.
- Incandescent lights replaced with more energy efficient compact fluorescents.

Thus far the college had demonstrated an increased commitment to carbon reduction through its new institutional structures and related actions, but it lacked a baseline inventory of its carbon emissions and a way to measure its progress.
In 2008 another Environmental Studies class decided to revisit the 2006 Green ROUTES Project results and compare those outcomes with our current needs. At this stage the college was already a Charter Signatory of the American College and University Presidents’ Climate Commitment (ACUPCC), sustainability initiatives were beginning to have an impact on our carbon dioxide emissions, and the first required Greenhouse Gas Inventory was soon due. In light of this the students began collecting data for the completion of the Clean Air-Cool Planet Campus Carbon Calculator™ to measure our current resource use and energy consumption and identify the source and quantity of our emissions. President Galligan asked this group of students to provide the college with a set of specific, pragmatic policy recommendations that would reduce the college’s overall carbon dioxide emissions.

The results of Colby-Sawyer’s first Greenhouse Gas Inventory indicated that the college emitted 7,637 metric tons of carbon dioxide in the 2008 financial year. The good news was that this quantity represented a 5% reduction from 2006 emissions, but on an emissions-per-student basis we were still higher than many other colleges of similar size and we still had a long way to go to achieve carbon neutrality. One way to visualize the source of 7,637 metric tons of emitted CO₂ is to imagine a line of 20-ton dump trucks filled with coal, parked bumper-to-bumper all the way from Exit 11 on Interstate 89, down Route 11, up Main Street, to the front of Colgate Hall.

Global Warming Mitigation Factoids

A ton of CO₂e* is emitted when you:
- Travel 2,000 miles in an airplane
- Drive 1,350 miles in a large sport utility vehicle
- Drive 1,900 miles in a mid-sized car
- Drive 6,000 miles in a hybrid gasoline-electric car
- Run an average U.S. household for 60 days
- Have your computer on for 10,600 hours
- Graze one Ugandan dairy cow for eight months

To offset 1,000 tons of CO₂e you could:
- Move 145 drivers from large SUVs to hybrids for one year
- Run one 600 kW wind turbine for an average year
- Replace 500 100-watt light bulbs with 18-watt compact fluorescent lights (10-year life)
- Replace 2,000 refrigerators with the highest efficiency model (10-year life)
- Install 125 home solar panels in India (20-year life)
- Plant an acre of Douglas fir trees (50 years of growth)
- Protect four acres of tropical rainforest from deforestation

Average CO₂e emissions per year:
- 4.5 tons for the average U.S. car
- 4.5 tons for the average global citizen
- 6.2 tons for electricity use of the average U.S. household
- 21 tons for the average U.S. resident
- 1.5 million tons for a 500 MW gas power plant
- 8.3 million tons for an older 1,000 MW coal plant
- 6 billion tons for the U.S. as a whole
- >25 billion tons for the planet as a whole
*CO₂e – carbon dioxide equivalent – carbon dioxide and other molecules emitted to the atmosphere, such as methane, cause atmospheric warming. Each type of molecule has a different warming potential (methane, for example, has 21 times more warming effect than CO₂.) The combined warming effect of all these molecules is expressed in carbon dioxide equivalents.


Understanding Carbon Neutrality & Whole Systems Sustainability

As part of the requirements for the ACUPCC, participating institutions must measure, track, reduce, and report upon their Greenhouse Gas (GHG) emissions. This periodic inventory provides a qualitative means for identifying mitigation strategies, estimating cost savings, and evaluating progress towards carbon neutrality. Achieving carbon neutrality means that Colby-Sawyer college must eliminate its net greenhouse gas emissions from all sources, including on-campus energy production, transportation, waste, purchased electricity, agriculture, and refrigerants.

In addition to carbon neutrality, two other aspects of the ACUPCC are pledges to “take actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students,” and “actions to expand research or other efforts necessary to achieve climate neutrality.” Borrowing from Colby-Sawyer’s own website content: as we continue “educating students for both life and livelihood” and embodying our values of “excellence, responsibility, community and connectedness” we may find that the philosophy and infrastructure of our existing Pathways Program may become the perfect guideposts for “integrating this ‘new’ knowledge across disciplines” and throughout the larger campus context. Other educational institutions and professional organizations (such as the Association for the Advancement of Sustainability in Higher Education) have expressed willingness to share experiences and offer guidelines as colleges negotiate and embrace these curricular evolutions.

The ACUPCC also places emphasis on the importance of striving toward whole systems sustainability when it states that the commitment is a “jumping off point to promote a learning environment that provides the awareness, knowledge, skills and values to achieve a future where current and future generations achieve good health, economic security, social fairness and stability while restoring and sustaining the Earth’s life support systems.” We can compare this aim with aspects of Colby-Sawyer’s own Strategic Plan: “develop healthy, active habits of mind and body in our community; become more diverse and more inclusive of people from different backgrounds, cultures, experiences, sexual orientations, and views; build financial strength for the present and future; and create an environmentally sustainable campus community.”

Our guiding principle in all of our decisions has always been the answer to the question, “How will students benefit?” As we examine our mission and strategic plan we recognize that we are not just striving to “sustain” some minimal condition of sufficiency, or a life of mediocrity for our students and employees, we are instead intending to “claim, practice and aspire to new levels of excellence.” Our renewed commitment to creating a culture of whole systems sustainability will give us the tools we need to help students and our entire community “realize their full intellectual and personal potential so they may gain understanding about themselves, others and the forces shaping our rapidly changing and pluralistic world.”
# Greenhouse Gas Inventory Results for 2008

<table>
<thead>
<tr>
<th>Data</th>
<th>INPUT</th>
<th>CO\textsuperscript{2} emissions in Metric Tons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Budget</td>
<td>$ 38,909,722</td>
<td></td>
</tr>
<tr>
<td>Energy Budget</td>
<td>$ 1,307,200</td>
<td></td>
</tr>
<tr>
<td>Full Time Students</td>
<td>928</td>
<td></td>
</tr>
<tr>
<td>Part Time Students</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Number of Faculty</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Number of Staff</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Physical Size</td>
<td>584,000 sq. feet</td>
<td></td>
</tr>
<tr>
<td>Propane</td>
<td>469,769 gallons</td>
<td>2,550.0</td>
</tr>
<tr>
<td>Gasoline</td>
<td>18,906 gallons</td>
<td>168.7</td>
</tr>
<tr>
<td>Diesel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refrigerants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organic Fertilizers (Nitrogen)</td>
<td>8,650 pounds</td>
<td></td>
</tr>
<tr>
<td>Organic Fertilizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inorganic Fertilizer (Nitrogen)</td>
<td>7,355 pounds</td>
<td></td>
</tr>
<tr>
<td>Inorganic Fertilizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fertilizer emissions</td>
<td>13.9</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>3,484,209 kWh</td>
<td>3,386.3</td>
</tr>
<tr>
<td>Faculty/Staff commuting</td>
<td>1,541,446 miles</td>
<td>622.4</td>
</tr>
<tr>
<td>Student Commuting</td>
<td>306,938 miles</td>
<td>123.7</td>
</tr>
<tr>
<td>Faculty/Staff air travel</td>
<td>272,598 miles</td>
<td></td>
</tr>
<tr>
<td>Student Air Travel</td>
<td>12,986 miles</td>
<td></td>
</tr>
<tr>
<td>Air Travel emissions</td>
<td></td>
<td>221.7</td>
</tr>
<tr>
<td>Student Bus Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus travel miles</td>
<td>15,090 miles</td>
<td>3.8</td>
</tr>
<tr>
<td>Student Study Abroad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airmiles</td>
<td>20,6048 miles</td>
<td>160.0</td>
</tr>
<tr>
<td>Solid waste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waste Water</td>
<td>11,673,000 gallons</td>
<td>50.7</td>
</tr>
<tr>
<td>Paper</td>
<td>27,856 pounds</td>
<td>35.9</td>
</tr>
<tr>
<td>Electricity distribution losses</td>
<td></td>
<td>339.9</td>
</tr>
<tr>
<td>Carbon offsets. Forest preservation</td>
<td>80 acres</td>
<td>(40.0)</td>
</tr>
</tbody>
</table>

**TOTAL** 7,637.0
Overview of a Climate Action Plan

Timeline for a Climate Action Plan

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Overview of a Climate Action Plan to Senior Officers.</td>
<td>October 14, 2009</td>
</tr>
<tr>
<td>All Campus Meeting – Announcement of Climate Action Plan Process.</td>
<td>October 21, 2009</td>
</tr>
<tr>
<td>Inputs and discussion from college community to Senior Officers.</td>
<td>October 21-2009 –</td>
</tr>
<tr>
<td>Departments set objectives and identify policies and initiatives.</td>
<td>November 13, 2009</td>
</tr>
<tr>
<td>Draft of Climate Action Plan to Senior Officers for review/input.</td>
<td>November 13, 2009</td>
</tr>
<tr>
<td>Edited draft of Climate Action Plan back from Senior Officers.</td>
<td>December 4, 2009</td>
</tr>
<tr>
<td>ACUPCC due date for Climate Action Plan submission.</td>
<td>January 15, 2010</td>
</tr>
<tr>
<td>Submit Climate Action Plan to Board of Trustees for approval.</td>
<td>February 2010</td>
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</table>

The deadline for submitting a Climate Action Plan according to our commitment is January 15, 2010; we will submit our plan prior to the Holiday Shutdown, December 11, 2009. We are currently in an ideal position to develop a comprehensive strategy and plan of action that guides the college along “The Pathway to Carbon Neutrality and Whole Systems Sustainability.” There is broad interest and commitment in the college community, we have information about our baseline emissions, institutional structures are in place (including a newly appointed Sustainability Coordinator and Sustainability Task Force), and the timing of the Climate Action Plan coincides with our current long-term strategic planning process.

Collaboration & Implementation

The ACUPCC binds us to a set of ambitious goals that will require the inspiration, creativity, knowledge, cooperation and effort of every person in our extended campus community. As we embark on this process we all have the opportunity to reexamine our day-to-day actions to uncover simple (and grand) ways that we can make a positive difference in both our personal and professional lives. We can consider whether there are wiser choices we might make at the office with regard to resource use or energy consumption or transportation. We may ask ourselves how our current stress level, the food we eat, or the time we take to listen to somebody in need helps or hinders our wellbeing and/or the wellbeing of others now and in generations to come.

Every academic department can explore how their particular passions and expertise provide a unique lens through which to approach and achieve whole systems sustainability…what is the role of an artist or a sales manager or a writer or a parent or a biologist or an educator or a health care practitioner in creating a genuinely fulfilling present and a vibrant and livable future? Students can discover ways to organize and engage in this process of creating the kind of future they want to see, and provide positive pressures to keep all of us dedicated to attaining these ideals. With this renewed vision we can stand together when it comes time to make difficult decisions that require short-term sacrifice but reap far-reaching long-term benefits that support our community’s shared mission.

Developing a set of policies/actions aimed at a carbon neutral campus and whole systems sustainability coincides with the process of developing a 5-year Strategic Plan. Offered here are a series of implementation targets consistent with the strategic planning process; a 5-year time
Overview of a Climate Action Plan

span for immediate action; a 10-year time span for medium term goals; and long term goals beyond 10 years. The ACUPCC provides few restrictions regarding the timeline and/or action areas that become an institution’s Climate Action Plan, with one major exception. It strongly encourages all colleges to consider a goal of reducing its greenhouse gas emissions by 80% by 2050.

Policy Matrix – A Skeleton

The college community needs to develop realistic, challenging and achievable short-term, medium-term, and long-term goals as well as accompanying policies/actions to achieve those goals. Included in this document are an organizing framework and a list of potential policies/action areas as a starting point for developing a comprehensive Climate Action Plan for Colby-Sawyer College. The policy areas (e.g. energy, transportation, curriculum, etc.) are not necessarily confined to departmental actions; in fact and practice, achieving these goals will require concerted interdisciplinary communication and cooperation. For example, the Vice President of Administration has a budget for electricity use and determines policies related to the providers, but the Vice President of Student Affair for residence halls may develop savings objectives.

The potential policies/action areas that follow are by no means designed to be a comprehensive or restrictive list, and other ideas and input are strongly encouraged. Examples of polices and initiatives were derived from the Green ROUTES Project of 2008, the ACUPCC commitment, AASHE (American Association for Sustainability in Higher Education), and STARS (Sustainability Tracking, Assessment and Rating System). Please see the list of resources at the end of this document.

Climate Action Plan Skeleton – A Framework for Actions and Policies

<table>
<thead>
<tr>
<th></th>
<th>Short Term 5 year plan - 2015</th>
<th>Medium Term 10 year plan - 2020</th>
<th>Long Term Beyond 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Transportation</td>
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<td></td>
<td></td>
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<tr>
<td>Water and Biodiversity</td>
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<tr>
<td>Food</td>
<td></td>
<td></td>
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<tr>
<td>Waste and Consumption</td>
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<tr>
<td>Culture, Curriculum and Investment</td>
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<tr>
<td>Other</td>
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</tbody>
</table>
## Potential Policies/Action Areas – Some Options to Consider

### ENERGY
- Conduct Annual CA-CP GHG Inventory
- Appoint Energy Conservation Officer/Team
- Schedule Commercial Energy Audit
- Campus-Wide Energy Conservation Efforts (lights/computers off, thermostat settings, positive norms)
- Reduce Energy Consumption from Hot Water Usage
- Improved Individual Building Metering/Energy Tracking for Data Reporting
- Existing Building Efficiency Upgrades/Retrofits (weatherization, CFLs)
- Green (LEED) Building Policy for New & Existing Structures
- Evaluate/Upgrade HVAC Systems
- Energy Star Appliance Purchasing Policy
- Indoor/Outdoor Lighting Upgrades and Purchasing Policy
- On-Campus Heating from Renewable Sources
- On-Campus Electricity Generation from Renewable Sources
- Purchase of Electricity from Renewable Sources
- Purchase of RECs for Remaining Emissions

### TRANSPORTATION
- Reduce Student Vehicle & Air Travel Miles
- Reduce Faculty/Staff Vehicle Miles
- Reduce Faculty/Staff Air Travel Miles
- Bike-Friendly Campus/BikeShare Program
- Enable Student RideShare Program
- Explore Distance Learning Options
- Enable/Incentivize Alternative Transportation for Staff/Faculty (carpooling, telecommuting, biking)
- No Idling Policy for CSC Fleet/Visiting Vehicles
- Fuel Efficiency Purchase Policy for Fleet Vehicles
- Alternative Fuel Fleet Vehicles Purchase Policy
- Purchase Offsets for Remaining Air Travel/Vehicle Miles

### WATER & BIODIVERSITY
- Monitor/Reduce Water Consumption in Buildings
- Monitor/Reduce Water Consumption for Landscaping
- Native/Edible Species Landscaping Policy
- Reduce Emissions from Lawn Maintenance (natural landscaping, electric mowers, wildflower fields)
### Overview of a Climate Action Plan

- Organic/Non-Toxic Fertilizer/Pesticide Policy
- Eliminate Invasive Species
- Integrated Pest Management
- Pervious (Porous) Pavement Surfaces
- Green Roof Options
- Non-Toxic Cleaning Product Policy

### FOOD

- Purchase Food in Bulk
- Favor Vendors w/Positive Social/Environmental Records
- Organic/Local Food Purchasing
- Compostable/Durable Cups/Flatware for Campus Events
- Organic Student/Community Garden
- Vending Machines with Healthful/Organic Alternatives
- Encourage Eating Lower on the Food Chain (less meat)

### WASTE & CONSUMPTION

- 6 Rs Policy for Resource Use/Purchasing (Refuse, Reduce, Reuse, Repair, Recycle, Rebuy)
- Data Collection System to Measure Trash/Recycling Outputs
- Utilize Technology to Decrease Overall Paper Usage (blackboard, paperless office, e-records management)
- Purchase 100% Recycled Paper for Printers/Copiers
- Purchase Responsibly-Manufactured Supplies/Furniture/Equipment (made w/recycled materials, low VOC paints, can be recycled/reclaimed)
- Purchase Locally Made Materials from Local Vendors
- Print Quotas for All Constituencies
- Use Recycled Paper/Non-Toxic Ink for CSC Print Materials (catalogs, business cards, magazines)
- Construction Material Recycling Policy
- Comprehensive Campus-Wide Recycling Program (cans, bottles, newspaper, cardboard, paperboard)
- Electronic Waste Recycling Program
- Hard-to-Recycle Items Policy (batteries, Styrofoam, hazardous waste, metal, print cartridges)
- Recyclemania Participation *(Sunday, January 17 through Saturday, March 27, 2010)*

### CULTURE, CURRICULUM & INVESTMENT

- Climate Neutrality & Sustainability in CSC Mission Statement
- Sustainability area on CSC Website (education, events, projects, ACUPCC progress)
- Climate Neutrality & Sustainability in Student Orientations
- Climate Neutrality & Sustainability in New Employee Orientations
• ACUPCC Statement on CSC Homepage
• Climate Neutrality & Sustainability Theme in All CSC Correspondence (recruiting, fundraising, values)
• Climate Neutrality & Sustainability Integrated into Curriculum (by academic department)
• Climate Neutrality & Sustainability Integrated into Total Learning Environment
• Broad Culture of Sustainability (personal, social, economic, environmental)
• Establish Green Fund
• Climate Neutrality & Sustainability Related Competitions (student, faculty, staff, building, alumni)
• Climate Neutrality & Sustainability Pledge
• Committee and Policies for Investor Responsibility
• Expand Research on Climate Neutrality & Sustainability
• Green-Theme Housing/Dorm
• Sustainable Study Abroad Program
• Incentivize Creative Sustainable Actions (recognition, incentives, awards)
• Line Item in Department Budgets for Climate Neutrality & Sustainability
• Job Descriptions for Every Employee Include Reference to Climate Neutrality & Sustainability
• Encourage/Educate Sustainable Behaviors at Home
• Cooperate with External Stakeholders (Town of NL, hospital, coop, farms, businesses)
• Green Peer Education Programs
• Identify Sustainability Mentors in Departments (green team)

Useful Sources
Final Green ROUTES Sustainability Action Plan
http://www.colby-sawyer.edu/environmental/greenroutes/open.html

ACUPCC (American College and University Presidents’ Climate Commitment):
Climate Commitment Text
http://www.presidentsclimatecommitment.org/about/commitment

AASHE (Association for the Advancement of Sustainability in Higher Education):
Climate Action Plan Wiki
http://www.aashe.org/wiki/climate-planning-guide

STARS (Sustainability Tracking, Assessment and Rating System)
http://www.aashe.org/stars/index.php