



ACUPCC 2008 Climate Leadership Summit

June 5-6, 2008

JW Marriott, Grand Rapids, MI

Pre-Summit Reading Packet

Working Session I: Reducing the Carbon Footprint of Existing Buildings

June 5th, 2008 | 1:45pm-3:15pm

Moderator: Sheri Tonn – Vice President for Finance and Operations, Pacific Lutheran University; Chair of the Board, AASHE

Panel: Larry Eisenberg – Director of Facilities Planning and Development, Los Angeles Community College District

Thomas E. Kiser – Founder, Professional Supply, Inc.

Jonathan Magaziner – Program Manager and Analyst, Clinton Climate Initiative

Ed Poppell – Vice President for Business Affairs, University of Florida

ACUPCC: Andrea Putman – Sustainability Financing Manager, Second Nature

Overview:

Existing buildings have a major impact on an institution's greenhouse gas (GHG) emissions and offer significant opportunities to lower its carbon footprint, cut costs, improve occupants' comfort, and strengthen the campus' infrastructure.

Approximately 75% of GHG consumed on campuses results from the heating, cooling, and electricity use of existing buildings. According to U.S. Environmental Protection Agency's ENERGY STAR program, colleges and universities spend close to \$2 billion each year on energy. By adopting a strategic approach to energy management, institutions can lower energy bills by 30 percent or more.¹

Opportunities exist on many campuses to upgrade lighting, heating, ventilation, and air conditioning (HVAC) systems, motors, controls, windows, and energy management systems in cost-effective manners. Improved operations and maintenance (O&M) and commissioning and recommissioning also provide substantial opportunities for energy and cost savings.

Local, state, federal, and utility rebates for efficiency upgrades may be available for upgrades. A comprehensive source of information on rebates can be found at: Database of State Incentives for Renewables & Efficiency at: <http://dsireusa.org/>.

The Clean Energy States Alliance (CESA) membership includes 16 clean energy funds and two state agencies. According to its website, eighteen states have clean energy funds or programs which will make available nearly \$3.5 billion to promote renewable and clean energy over the next decade.

ENERGY STAR's The Cash Flow Opportunity (CFO) Calculator determines the cost of delaying energy efficiency projects. It answer three critical questions about energy efficiency investments:

1. How much new energy efficiency equipment can be purchased from the anticipated savings?
2. Should this equipment purchase be financed now, or is it better to wait and use cash from a future budget?
3. Is money being lost by waiting for a lower interest rate?²

¹ http://www.energystar.gov/index.cfm?c=higher_ed.bus_highereducation

² http://www.energystar.gov/index.cfm?c=assess_value.financial_tools

American College and University Presidents Climate Commitment (ACUPCC) and The Clinton Climate Initiative (CCI) partnership

ACUPCC and CCI have partnered to exponentially increase the number of large scale energy saving retrofits for campus buildings. Through this program, colleges and universities will dramatically reduce greenhouse gas emissions while lowering their energy bills, without dipping into their capital budgets or increasing monthly operating expenses. ACUPCC signatories are taking advantage of CCI's established relationships with private sector financial institutions, energy services companies (ESCOs), and product manufacturers to lower project costs while achieving greater GHG reductions.

Project Components:

Energy Performance Contracting

This effort is based on the energy savings performance contracting model that has been used by a variety of sectors, including colleges and universities, for more than a decade. It allows the building owner to pay for the installation of energy efficient technology through the savings in utility bills generated by the retrofits, rather than through upfront payments from capital budgets or increases in operating budgets.

The Clinton Foundation has signed agreements with ten major ESCOs that offer energy performance contracting. The agreements outline the performance guarantees ESCOs will offer to back up forecasted energy savings, and create new incentives to undertake more comprehensive, systemic projects.

Project Financing

The performance guarantees offered by the ESCOs provide the basis for project financing, allowing colleges and universities to undertake the projects without providing any upfront capital. Under these legally binding contracts, the ESCO agrees to pay for the difference between projected and actualized energy savings during the term of the energy services contract.

ACUPCC signatories can finance the projects in several ways. In many cases, the ESCOs themselves will offer financing. ACUPCC signatories can also solicit project financing from the five global financial institutions who have signed partnerships with the Clinton Foundation, or from any other financial institution.

In either case, the financing terms are negotiated between the bank or ESCO and the school on a case-by-case basis, with terms dependent on an individual school's creditworthiness. As pilot programs are initiated, the financial partners will work with the task force to explore new customized financing mechanisms and approaches.

Purchasing Alliance

CCI has formed a purchasing alliance for energy efficient products by negotiating price discounts with manufacturers of a broad range of technologies. Through this alliance, ACUPCC signatories can gain access to lower prices on a variety of individual products, ranging from energy efficient light bulbs, to HVAC optimization equipment, to window films, and other environmentally friendly building materials.

The companies have agreed to offer below-market prices for their products. For commodities, discounts typically range from 8-10% below market, whereas for the more niche items, discounts may range up to 50% or higher. In addition, a website that helps calculate bulk procurement prices and offers direct communication with suppliers is under development.

ACUPCC / CCI program contacts:

[Andrea Putman](#), Second Nature
Sustainability Financing Manager
(703) 528-8579
aputman@secondnature.org

[Jonathan Magaziner](#), Clinton Climate Initiative
Program Manager and Analyst
(617) 774-0110
(617) 849-1158
jmagaziner@clintonfoundation.org

Resources:

Alliance to Save Energy's Green Campus Program
<http://www.ase.org/section/program/greencampus/>

American College & University Presidents Climate Commitment / Clinton Climate Initiative partnership:
http://www.presidentsclimatecommitment.org/html/solutions_cci.htm

American Council for an Energy-Efficient Economy
<http://www.aceee.org/>

Association for the Advancement of Sustainability in Higher Education, Resource Center
http://www.aashe.org/resources/resource_center.php

Campus Environmental Resource Center--CampusERC
<http://www.campuserc.org/Pages/default.aspx>

Clean Energy States Alliance
<http://www.cleanenergystates.org/>

Clinton Climate Initiative
<http://www.clintonfoundation.org/cf-pgm-cci-home.htm>

Database of State Incentives for Renewables & Efficiency
<http://dsireusa.org/>

ENERGY STAR for Higher Education
http://www.energystar.gov/index.cfm?c=higher_ed.bus_highereducation

ENERGY STAR Cash Flow Opportunity (CFO) Calculator
http://www.energystar.gov/index.cfm?c=assess_value.financial_tools

U.S. Department of Energy, Energy Efficiency and Renewable Energy, Building Technologies Program for Universities
<http://www.eere.energy.gov/buildings/info/university/>

U.S. Green Building Council: LEED for Existing Buildings: Operations & Maintenance
<http://www.usgbc.org/DisplayPage.aspx?CMSPageID=221>

Working Session II: ACUPCC Carbon Offsets Protocol Working Group

June 5th, 2008 | 1:45pm-3:15pm

Moderator: David Hales – President, College of the Atlantic

ACUPCC: Georges Dyer – Senior Fellow, Second Nature

Overview:

The ACUPCC Voluntary Carbon Offset Protocol (the “Protocol”) project is a coordinated effort of the American academic community to develop a formal voluntary protocol to guide ACUPCC institutions and others through the process of evaluating and investing in the voluntary carbon offset market. This project is being developed by College of the Atlantic through its participation in the ACUPCC with coordination and support services provided by Second Nature. It is bringing together interested parties from the over 500 ACUPCC institutions, as well as experts in finance, policy, energy, land-use, climate science, and other relevant arenas.

Goals:

The project will assist ACUPCC institutions in evaluating carbon offsets as they develop their Climate Action Plans by developing standards for determining the quality and effectiveness of different types of offsets. The process and its results will represent valuable contributions to the international public by bringing to bear upon the nascent offset markets the focused and coordinated intellectual scrutiny of the American academic community.

Outcome:

The project will establish a formal, voluntary protocol for evaluating and investing in carbon offsets, approved by the Steering Committee of the ACUPCC, as well as develop and disseminate educational materials relating to the scientific validity of offsets and considerations which must be taken into account in their investment and use.

The Challenge:

Hundreds of campuses across the United States have accepted the challenge of reducing greenhouse gas emissions by changing their own practices and by financing practices by others (“investing in offsets”) that reduce the global generation and release of GHGs so that their own emissions are partially or wholly “offset”. A recent study by ICF International found that the voluntary market for greenhouse gas emission offset credits will grow to 220 million tonnes in 2012 from just 20 million in 2006. There is widespread concern that many “offset” products do not result in real and permanent emissions reductions and/or result in negative unintended side-effects. There are approximately 30 sets of standards, certification schemes, and protocols, in development or recently released, that aim to strengthen the emerging offset market. Currently, colleges are by and large wrestling with these decisions independently, with a minimum of knowledge sharing and cooperation.

The Opportunity:

The ACUPCC proposes to develop and adopt a common Protocol to guide institutions in evaluating offsets and offset providers, purchasing offsets, and developing offset projects. The Protocol will not only strengthen the integrity of our own commitments but also serve as a guide for other organizations and individuals who are willing to act to reduce GHG emissions and who are seeking effective ways to do so. It would be the first coordinated effort of the American academic community to express a collective evaluation of the carbon offset market, and provide an effective and necessary vehicle for navigating this emerging space.

The Protocol will establish clear, rigorous guidelines for higher education to invest in the purchase of offsets that are real – measurable, verifiable, additional, enforceable, permanent – make meaningful, ongoing contributions to the development of the offset market, and catalyze movement towards climate neutrality. The process will include an educational capacity-building element through which ACUPCC

signatories will get a solid understanding of the concept of GHG offsetting, the state of the market, and the common issues. It would also include an evaluation of the existing and emerging standards put forth by other groups, and could possibly include adopting such standards to guide the Protocol. The final result would be a clear statement of principles to be used in incorporating offsets into Climate Action Plans that would serve as a position statement on offsets by the signatories of the ACUPCC. It could include adopting an existing protocol or set of standards, developing a new protocol or set of standards, or some other form to serve this function.

This Protocol will remove uncertainty for ACUPCC signatories developing their Climate Action Plans, and provide clarity for other schools as they evaluate the ACUPCC and consider signing.

The Process:

- A **Working Group**, Chaired by David Hales, President of College of the Atlantic, develops a draft protocol during the period of February through April of 2008 collaborating via email and conference calls.
- In March of 2008 an invitation is issued to signatories of the ACUPCC and offset experts to serve on the Working Group.
- In March and April of 2008 an **Advisory Group** made up of a broad range of experts in higher education, sustainability, and the carbon markets is established.
- In May of 2008 a preliminary draft is released to signatories of the ACUPCC and the Advisory Group for initial comment.
- A half-day meeting of the Working Group is hosted by the Wege Foundation on June 5, 2008. An invitation would be made to all of the ACUPCC signatories to attend and participate in developing the Protocol.
- In June the second draft is sent out for comment to all of the ACUPCC signatories and the Advisory Group.
- In July comments are gathered and evaluated by the Working Group.
- The final consultation and adoption of the Protocol via email by the ACUPCC Steering Committee.
- In September, the Protocol is published and distributed, followed by an educational capacity-building package for ACUPCC signatories.
- The follow-up to the Protocol extends through the end of 2008, during which time the Protocol is distributed and promoted, leveraged as a draw for new ACUPCC signatories, and used as a resource and a model for other sectors. During this time next steps are evaluated, with a specific focus on developing an Offset Purchasing Consortium and/or Offset Trust for ACUPCC signatories

The Outcome: The final product of this process would be a document laying out the Protocol– a clear statement of principles to be used in evaluating the role of offsets in Climate Action Plans. This document would be published and disseminated to the ACUPCC signatories, and made available to the public. A package of educational capacity building materials on offsets would also be developed and disseminated to ACUPCC signatories.

Timeline:

- **March 10** –ACUPCC signatories and select carbon offset experts are invited to serve on the Working Group
- **March 21** – Potential members of the Advisory Group are identified
- **April 2** – Informational primer on offsets and an preliminary outline of the Protocol is distributed to the Working Group
- **April 18** – Conference call of the Working Group to develop content and direction of the Protocol is held
- **April 28** – Draft of the Protocol is compiled and distributed to Working Group
- **May 1** – First draft is distributed to Working Group
- **May 5** – Comments from Working Group on first draft are due

- **May 15** – Announcement of the first draft is sent to the Advisory Group and to all Signatories in the monthly update with a link to the draft for review and comment by May 27
- **May 27** – Deadline for comments from Signatories and Advisory Group on the first draft
- **June 5** – The Working Group and other signatories meet at the ACUPCC Climate Leadership Summit in Grand Rapids
- **June 16** – Comments are incorporated into the second draft
- **June 23** – The second draft is sent to the Advisory Group and Signatories for comment
- **July 15** – Reminder of deadline for comments on the second draft due Aug 1 is sent in the monthly Signatory update
- **August 1** – Final deadline for public comment
- **August 5** – Working Group incorporates public comments into final draft
- **August 8** – Conference call of the Working Group to review the final draft and identify gaps that need to be addressed
- **Mid-August** –The Steering Committee review, ratify, and adopt the Protocol via electronic meetings
- **September 15** –Protocol is finalized and distributed to Signatories and a press release announces its launch to the public
- **September 15 - December 31** – Protocol is promoted and publicized

Participants:

Working Group:

- David Hales, President of College of the Atlantic (Chair)
- David Shi, President, Furman University
- Judith Ramaley, President, Winona State University
- Jim Buizer, Special Assistant to the President, Arizona State University
- David Orr, Special Assistant to the President, Oberlin College
- Dave Newport, Director Environmental Center, UC Boulder
- Andy Coghlan, LEED AP, Sustainability Specialist, UC Office of the President
- Julian Dautremont-Smith, Associate Director, AASHE
- Jennifer Jenkins, Rubenstein School of Environment and Natural Resources and the Gund Institute for Ecological Economics, University of Vermont
- Jeremy Friedman, Sustainability Officer, New York University
- Amanda Eichel, Climate Protection Advisor, City of Seattle
- Jennifer Andrews, Campus Program Manager, Clean Air – Cool Planet
- Irving Mintzer, Principal of MEG, LLC
- Tony Cortese, President of Second Nature
- Georges Dyer, Senior Fellow at Second Nature

Advisory Group: The drafts of the Protocol are sent to all ACUPCC signatories and implementation liaisons, as well as represents from over 125 organizations specializing in carbon markets, sustainability, or higher education (however not all have confirmed that they will provide comment or feedback). Other organizations, experts, and the general public are encouraged to review the drafts of the Protocol and participate as members of the Advisory Group by providing comment. Please send all comments to gdyer@secondnature.org.

Resources: *General resources, reports, and organizations involved in the voluntary carbon offset markets. This list is far from comprehensive and does not indicate any endorsement or partnership by the ACUPCC.*

- [The Carbon Catalog](#)
- [CarbonTracker.com](#)
- [Clean Air - Cool Planet's "Consumer's Guide to Retail Carbon Offset Providers"](#)
- [The Climate Group's Top Ten Tips for Purchasing Carbon Offsets](#)

- [David Suzuki Foundation Carbon Offset Resources](#)
- [The Gold Standard](#)
- [Green-e Climate](#)
- [Making Sense of the Voluntary Carbon Market: A Comparison of Carbon Offset Standards](#)
(produced by Tricorona and the Stockholm Environment Institute for WWF)
- [Offsetting Emissions: A Business Brief on the Voluntary Carbon Market](#) *(produced by Ecosystem Marketplace and Business for Social Responsibility)*
- [Offset Quality Initiative](#)
- [Offset Quality Initiative - Comments to the Federal Trade Commission Regarding Carbon Offset Workshop Comment, January 2008](#)
- [Tufts Climate Initiative – Voluntary Carbon Offsets](#)
- [Voluntary Carbon Standard](#)

More detailed information, including the latest drafts of the Protocol and the accompanying guidelines document are available at www.presidentsclimatecommitment.org/offsetprotocol.php.

Working Session III: Town/Gown Synergies: Scaling Up Climate Action through Community Engagement

June 5th, 2008 | 3:30pm-5:00pm

Moderator: Judy Walton, Acting Executive Director, AASHE

Panel: William S. (Sandy) Pfeiffer, President of Warren Wilson College
Edward Balog, President of Aquinas College
George Heartwell, Mayor of Grand Rapids
Peter Bardaglio, Former Provost at Ithaca College

ACUPCC: Judy Walton - Acting Executive Director, AASHE
Niles Barnes – Projects Coordinator, AASHE

Objectives / envisioned outcomes

The ACUPCC Implementation Guide suggests how to make community engagement an integral part of the institution's climate action plan. Institutions are asked to describe their current community outreach efforts related to climate neutrality and sustainability, and then lay out a set of planned actions to expand these efforts. 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.

This panel offers a variety of ideas for creating town/gown synergies that enhance an institution's efforts to reduce the carbon footprint of its campus and help its community to do the same. Ideas range from community-based education to local offsets projects. Envisioned outcomes of this session include:

- A better understanding of the role of partnerships (campus-community, public-private, etc.) in helping develop and implement successful climate action plans.
- Increased awareness of different approaches for scaling up climate action through community engagement.
- Enhanced understanding of how community-based education and service learning can benefit climate action through enhanced student experience and real GHG reductions.

Participants will leave the session with new ideas for engaging with their communities to scale up climate action at their institution.

Two Questions for Panel:

1. How easy would it be to replicate this model in other communities? What are the best ways to get such an initiative started and to ensure its long-term success?
2. How impactful is this approach in terms of achieving climate neutrality and sustainability? What might be done to increase or accelerate its positive impact?

Outline & Timing

3:30 – 3:55 Panelists briefly describe models for community engagement around climate change and respond to questions from moderator and audience.

3:55 – 4:35 Break-out groups on town/gown synergies and climate planning. Discussion topics include:

- What to include in the climate action plan?
- Are outcomes measurable? How can progress be assessed?
- Service-learning and community service activities related to climate neutrality
- Partnerships with businesses and communities to reduce carbon emissions
- Community education initiatives around climate change

- Programs that support campus employees and students in making efficiency upgrades at their residences, such as subsidized home efficiency audits.

4:35 – 5:00 Break-out group outcomes; general discussion and recommendations.

Working Session IV: Pedagogical Approaches to Climate Change and Sustainability

June 5th, 2008 | 3:30pm-5:00pm

- Moderator:** James Buizer – Special Policy Advisor to the President and Executive Director for Strategic Institutional Advancement, Arizona State University
- Panel:** Mitchell Thomashow – President, Unity College
Mary Spangler – Chancellor, Houston Community College
James Brenneman – President, Goshen College
Yolanda Navarro-Flores – Chair of the Board of Houston Community College
- ACUPCC:** Stephen Muzzy – Program Manager, Second Nature
Megan Begley – Executive Assistant, Second Nature

Overview:

Higher Education's greatest contribution to combating climate disruption is to reorient its curriculum to formally prepare students and thus society with the knowledge and skills necessary to address the critical, systemic challenges faced by the world in this new century. By providing this knowledge, higher education will better serve their students, institutions, and local communities, thereby meeting their social mandate to contribute to a thriving, ethical, and civil society.

Since the launch of the ACUPCC, institutions have made progress in addressing the operational aspects of reducing their greenhouse gas (GHG) emissions. Up to this point, the academic requirement of the commitment has received less attention. The panel session, *Pedagogical Approaches to Climate Change and Sustainability*, will give presidents and chancellors an opportunity to learn and share strategies and actions being employed to fulfill the 'academic' requirement of the ACUPCC. This session seeks to fulfill the following objectives;

- Presidents will have a greater understanding of the ACUPCC as it relates to providing the knowledge and skills necessary for graduates to help society achieve climate neutrality.
- Presidents will have the opportunity to discuss their role as catalysts in initiating conversations, strategies, and actions to reorient learning experiences to address the challenges and opportunities associated with climate change and sustainability within their institutions.
- Presidents will have the opportunity to share models and strategies being used to orient learning experiences to address the challenges and opportunities associated with climate change and sustainability.

ACUPCC Academic Requirement:

The commitment states that institutions “*within two years of signing will develop an institutional action plan for becoming climate neutral, which will include; actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students and to expand research or other efforts necessary to achieve climate neutrality.*” The solutions for fulfilling the academic requirements of the ACUPCC will be highly institution-specific and should take into account the institution's particular strengths. The following list provides examples of how institutions have approached the orientation of learning outcomes to address climate change and sustainability.

Examples of Academic Reorientation Strategies/Projects:

*Arizona State University

School of Sustainability

<http://schoolofsustainability.asu.edu/>

Established in 2007, the School of Sustainability, part of [the Global Institute of Sustainability](#), embodies the design aspirations of the [New American University](#). ASU is addressing some of the most critical challenges

of our time, and the knowledge and solutions that are created today will shape our quality of life as well as future generations.

The mission of the School of Sustainability is to bring together multiple disciplines and leaders to create and share knowledge, train a new generation of scholars and practitioners, and develop practical solutions to the most pressing environmental, economic, and social challenges of sustainability, especially as they relate to urban areas.

During the school's design process, campus leaders wanted to turn upside down the usual academic paradigm. "Typically, research and training are discipline-based and reductive," explains Jim Buizer, "At universities, schools tend to compete with other schools for resources and not to work together," says Buizer. "Institutes imply working across various schools and colleges. We want this to be the umbrella so that we can pull in good ideas, resources, and faculty from different disciplines—all associating around this sustainability theme." In fact, the very definition of sustainability demands discipline crossover.

Berea College

Sustainability and Environmental Studies Program

<http://www.berea.edu/sens/default.asp>

Established in 1999, the Sustainability and Environmental Studies (SENS) Program is an important part of Berea College's efforts to develop a sustainable campus. SENS links the formal curriculum of the classroom to the many opportunities for experiential learning. SENS is a multidisciplinary program whose goal is to infuse the teaching of sustainability concepts throughout the College curriculum while guiding and supporting the efforts of the College to practice sustainability.

Cornell University

The Cornell Center for a Sustainable Future (CCSF)

<http://www.sustainablefuture.cornell.edu/index.html>

CCSF is a campus wide "umbrella" organization designed to bring together many existing programs and to nucleate new efforts in sustainability. The major objective of this new center is to seed and grow collaborations across Cornell and with key external partners that can lead to significant real world impacts and leveraging of Cornell resources.

Emory University

The Piedmont Project

<http://www.scienceandsociety.emory.edu/piedmont/>

The Piedmont Project emerged as a grassroots effort on the part of a group of concerned faculty to strengthen Emory's engagement with sustainability and environmental issues. Supported by several internal funding sources, it is a curriculum development project that seeks to foster an invigorated intellectual community to address global issues and local environmental awareness. The project has grown from a focus on course development to include a broader group of experiences, both in and outside the classroom, expanding from faculty to graduate students, in ever-widening circles of dialogue.

***Goshen College**

<http://www.goshen.edu/merrylea/rieth/purpose.php>

Merry Lea, Goshen College's 1,150-acre nature preserve has recently finished construction on Rieth Village, created to house Goshen College's expanding environmental science program.

Kalamazoo College

Sustainability Guild

<http://guilds.kzoo.edu/>

The Sustainability Guild will foster connections between the many elements of life at Kalamazoo that strive to encourage sustainable practices (on campus, in the community, and around the globe), and among students, alumni, faculty and staff, and community partners who are interested in promoting the importance of sustainability. These connections will lead to opportunities for professional networking, collaborative action, leadership development, and life-long ties to Kalamazoo College.

Northern Arizona University

The Ponderosa Project

<http://www2.nau.edu/~ponder-p/>

The Ponderosa Project at Northern Arizona University (NAU) is an interdisciplinary faculty group effort to incorporate environmental sustainability issues into university courses with the ultimate goal of providing future citizens the education and skills necessary to achieve sustainable communities and societies.

***Unity College**

<http://www.unity.edu/EnvResources/Sustainability/Sustainability.aspx>

At Unity College, they make sure that students have the intellectual tools they need to solve the problems of our time. They do this the way they do most things – “hands-on” learning. All students must study sustainability before they graduate, and they try to make their campus as sustainable as is physically and fiscally possible.

University of New Hampshire

CORE: Curriculum, Operations, Research and Engagement

<http://www.sustainableunh.unh.edu/>

At the University of New Hampshire, sustainability encompasses climate and energy, ecology, food systems and culture across what they call the CORE: Curriculum, Operations, Research and Engagement. What and how they teach and research; how they govern their communities with respect to decisions regarding energy, land use, transportation, food, art and politics; and how they respond to the challenges of the larger communities in which they are embedded are all central questions of sustainability.

Community College Examples:

Cape Cod Community College (CCCC)

Natural Sciences and Life Fitness Department

Environmental Technology Program

<http://www.capecod.mass.edu/web/academics/depts/natsci/env>

Environmental Technology is a career field that utilizes the principles of science, engineering, communication, and economics to protect and enhance safety, health, and natural resources. CCCC is meeting the emerging trends in the environmental technology industry at the technician level by providing the necessary technical knowledge to meet the needs of the growing clean and green economy.

Ohlone Community College

<http://www.ohlone.edu/org/sustainability/>

The Ohlone College Newark Center for Health Sciences and Technology is the first LEED (Leadership in Energy and Environmental Design) Platinum College in the world.

Dakota County Technical College

The Instructional Action Team

<http://www.dctc.edu/aboutus/sustainability/index.cfm>

The Instructional Action Team is looking at ways to integrate sustainability into selected aspects of program curriculum. The Instructional Action Team has developed the "Sustainability Across the Curriculum Survey," which should be distributed to faculty soon.

***Houston Community College (HCC)**

HCC has integrated the ACUPCC into its strategic plan under its 'Global Perspective' initiative. HCC's strategic plan looks to "define and infuse global awareness and proficiency across the curriculum and into College activities."

Lane Community College

Sustainability and Learning Committee

<http://www.lanec.edu/sustainability/index.html>

The Sustainability and Learning Committee is working on a plan to integrate eco-literacy into all discipline areas at Lane with the hope of providing more options for students who want to make these important issues a part of their life's work.

Los Angeles Community College District (LACCD)

<http://www.laccdbuildsgreen.org/index.php>

As part of its Green Building Initiative, LACCD has developed the e7 Internship Program providing students hands-on high-tech experience for modern careers in architecture and engineering.

Resources:

- [American College & University Presidents' Climate Commitment](#)
- [AASHE Academic Resources](#)
- [AASHE Sustainability Across the Curriculum Leadership Workshops](#)
- [DANS- Disciplinary Associations Network for Sustainability](#)

Sponsored by the US Partnership on Education for Sustainable Development, the Disciplinary Associations Network for Sustainability is an informal network of professional associations working on:

- Professional development for association members
- Educating the public about sustainability
- Curricula, standards and tenure requirements to reflect sustainability
- Legislative briefings on what higher education can bring to sustainability related policies
- Cross disciplinary projects on education for sustainability

- [HEASC- Higher Education Associations Sustainability Consortium](#)

HEASC is an informal network of higher education associations (HEAs) with a commitment to advancing sustainability within their constituencies and within the system of higher education itself.

- [ACPA - College Student Educators International website on sustainability](#)
- [Inside Higher Ed: Daily News Update](#)

Features a very good, frequent blog titled "Getting to Green".

- [Sustainability: The Journal of Record](#)

SUSTAINABILITY: The Journal of Record meets the needs of the rapidly growing community of professionals in academia, industry, policy, and government who have the responsibility and commitment to advancing one of the major imperatives of this young century.

Challenges:

From the Inside Higher Education online:

Here is an example from the University of Georgia System, which has begun a process of reorienting its core curriculum, with the intention to better prepare students for a global, 21st century world. A working group created preliminary models for a new, explicitly interdisciplinary system-wide core curricular framework that was posted online for feedback. One called “Framing Worldviews in a Global Environment” includes as areas of emphasis “Addressing Global Issues with Sustainable Responses” and “Understanding Self, Others, and Societies”. It has received tremendous resistance and the administration has retreated. In a letter to faculty members it stated that they would “halt the current core revision process until later in the year” to allow for more input from faculty at each of the 35 campuses, and “to take stock of where we are”.

<http://www.insidehighered.com/news/2008/04/09/georgia>

<http://www.insidehighered.com/news/2008/05/13/core>