

CAMPUS CLIMATE CHALLENGE

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CAMPAIGN PLANNING GUIDE



**SIERRA STUDENT COALITION
& THE ENERGY ACTION COALITION**

Energy Action Coalition is: Black Mesa Water Coalition - California Student Sustainability Coalition - Chesapeake Climate Action Network- Climate Campaign - Dakota Resource Council - Energy Justice Network - Environmental Justice and Climate Change Initiative - Free The Planet! - Global Exchange - Greenpeace - Indigenous Environmental Network - National Association of Environmental Law Societies - National Wildlife Federation's Campus Ecology Program - League of Conservation Voters Education Fund: Project Democracy - Rainforest Action Network - Student Environmental Action Coalition - Sierra Student Coalition - Sierra Youth Coalition (Canada) - Southeast Student Energy and Climate Network - Southern Alliance for Clean Energy - Students United for a Responsible Global Environment - Sustainable Endowments Institute - Youth Environmental Network

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Note: Parts of this packet are based on materials developed by the Sierra Club, the Student PIRGs, SEAC and other Energy Action Coalition Partners.

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Are you interested in taking your campaign off campus?
Check out the SSC's **Cool Cities Campaign Guide** – it provides similar ideas for working on climate and renewable energy issues on the local level.



www.ssc.org

1-888-JOIN-SSC

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The Sierra Student Coalition is the student-run arm of the Sierra Club, the oldest and largest grassroots environmental organization in the country. The SSC is a broad network of high school and college students from around the country working to protect the environment with over 250 affiliated groups in schools and communities across the country. The mission of the Sierra Student Coalition is to empower youth to organize effective, tangible victories and develop the future leaders of the environmental movement. To that end we offer resources and support, including trainings and campaigns, to a national network of young environmental activists to assist them in running strategic grassroots organizing efforts that influence environmental policy and alter public attitudes.

The Sierra Student Coalition has adopted and endorsed the Principles of Environmental Justice as created at the First National People of Color Environmental Leadership Summit in 1991 and strives to incorporate them into the work we do. For more information about the principles of environmental justice, please visit <http://www.ssc.org/inside/ej.htm>

INTRODUCTION: THE CHALLENGE OF A GENERATION

Everyone is talking about global warming, but no one is talking about solutions, even though the technologies exist right now to solve the problem. We can make dorms, skyscrapers, office buildings and homes that use only a fraction of the energy buildings use today. Some cities have already reduced their global warming pollution to safe levels. We must create the demand to use these technologies now – this is our generation’s problem and it’s up to us to solve it.

So we’re running the Campus Climate Challenge, along with over 300 high schools and colleges across the US and Canada. We are going to start by transforming the way our campuses get and use energy. All campus energy should come from renewable sources, not dirty fossil fuels.

The world’s leading scientists are now certain that increased levels of carbon dioxide in the atmosphere are altering the Earth’s climate and causing global warming. This global warming pollution is caused by dirty energy sources like oil and coal.

Global warming threatens our environment, safety, prosperity, and our future. Changing temperature and weather patterns are bringing droughts to some areas of the globe while bringing floods to others, threatening ecosystems and agriculture. Fed by warmer ocean waters, hurricanes are becoming stronger and more destructive. Glaciers in mountain ranges across the world are receding, threatening the world’s supply of drinking water. Polar ice caps are disappearing and the melting of the Greenland ice sheet threatens massive sea level rises. As temperatures change, we are faced with the spread of tropical diseases. And those already in poverty are most vulnerable to changes in the climate, ecosystems, and sea level.

We must act now to stop global warming with clean energy and new technology. In doing so, we can save money on energy costs, create jobs in a clean energy economy, reduce our reliance on foreign sources of energy, and make our nation more secure.

The United States is responsible for more than 25 percent of global carbon emissions. As the world’s leading contributor to global warming pollution, we must take action NOW to address this growing problem before its effects become irreversible. Unfortunately our political leadership is in denial, shunning any real progress while pursuing a disastrously misguided domestic energy policy that will only worsen the global warming problem.

The solutions exist today to solve this problem:

TODAY – The technology exists to get 20% of the energy needs of the United States from clean, renewable sources such as wind and solar.

TODAY - We can make cars that get 100 MPG, yet the U.S. average is 20 MPG. Breakthroughs are occurring each day in materials and fuel technology, The European “Plug-In Prius,” for example, gets 85-102 MPG right now!

TODAY - The top ten states in wind energy potential, all in the Midwest, could generate more than 2.5 times the electricity used in the entire United States. Think of the windy plains of the Midwest and Rocky Mountains and the sun in the desert Southwest!

TODAY - In California it is already cheaper to build a wind farm than a new natural gas power plant. Over the last 20 years the price of wind power has decreased by 80% and is now competitive with fossil fuel energy production across the state.

TODAY – Twelve major universities are leading the way by getting 100% of their energy from clean, renewable sources, greatly reducing their global warming pollution.

Stopping global warming is the challenge of our generation, and it’s up to us to show that it can – and must – be done.

WE’RE GOING TO RISE TO THE CHALLENGE!

WE’RE GOING TO STOP GLOBAL WARMING!

WHAT IS THE CAMPUS CLIMATE CHALLENGE?

The Campus Climate Challenge has two major components:

- We can show the public the outer limit of what is possible. Every time we get our schools to use 100% clean energy, we push the envelope. We want this to happen in more places than ever and to aggressively promote what we've done to the media, the public and our elected officials to challenge them to follow our leadership.
- We can educate our fellow students about global warming solutions. In just a few years, we are going to be teaching, running businesses, and electing leaders. If we engage our peers in global warming solutions now, we will be able to implement those solutions much faster in just a few years.

Through the national Campus Climate Challenge, individual campus victories are adding up to be more than the sum of their parts. We're showing that the youth of the United States are stepping up to take on the challenge of our generation – stopping global warming and transitioning to clean, renewable energy. United under the Campus Climate Challenge, these efforts signify a challenge from our generation – which has the most to lose from global warming – to our politicians from the local to the national level: it's time to act!

Reducing Greenhouse Gas Emissions

There are many ways that your school can move towards clean energy and reduce greenhouse gas emissions, but we've grouped them into four categories to make it easier to talk about. You can pursue one, a combination, or all of these approaches in your Challenge campaign. You could even save money using energy efficiency and put this money towards purchasing clean energy, as the University of Pennsylvania has done.

Energy Efficiency and Conservation Improvements: Saving a certain number of kilowatt hours of electricity or saving a certain amount of fuel by using more efficient technology.

Examples: Having your school use computer-based heating and air conditioning controls, converting light bulbs from incandescent to compact fluorescents, retrofitting buildings with more efficient lighting, thicker windows, modern insulation, and building materials.

Clean Energy Use: Purchasing or on-site generation of clean, renewable power such as wind, solar, or biomass.

examples: On-campus use of wind turbines, solar panels, biomass or other renewable technologies; purchasing clean energy or clean energy credits through your electricity utility provider, which can be done anywhere in the country.

Green Building: Making sure that all new buildings and campus design are done to maximize environmental benefits and meet the United States Green Building Council standards.

Examples: Buildings with efficient lighting, materials and design that reduce energy use for heating and cooling, design for new campuses and sections of campuses that promote alternative transportation.

Campus Transportation Improvements: Saving fuel and reducing pollution and emissions by making cars more efficient, reducing miles driven or using alternative fuels.

Examples: Switching to hybrid vehicles for campus fleets of cars, promoting campus public transportation, creating alternatives to driving for commuter students.

Sample policies are available for download at <http://climatechallenge.org/resources>

“No institutions in modern society are better equipped to catalyze the necessary transition to a sustainable world than universities. They have access to the leaders of tomorrow and the leaders of today. They have buying and investment power. They are widely respected.

Consequentially what they do matters to the wider public.”

~ David Orr, Author, “The Last Refuge: Patriotism, Politics, and the Environment in an Age of Terror”

CAMPUSES ARE LEADING THE WAY!

The SSC's **Louisiana State University** Environmental Conservation Organization (ECO) kicked in action for transportation improvements after hurricane evacuees brought $\frac{1}{3}$ more cars to Baton Rouge. In one semester they secured plans for a "Car Free Campus" by closing off the 9 major roads, created two new bus stops, revised bus routes and added two covered bike racks in the center of campus. The Student Government transportation office now has a "Monthly Transportation Forum" to meet with ECO. But ECO isn't done yet. Next semester's plans include advocating for a bike lane to be constructed through the center of campus, more carpool lots and a better carpool system.

The SSC's **Whitman College** Campus Greens received a commitment from their school's Board of Trustees in February 2006 to purchase 20% of the campus' energy from renewable sources. A victory like this isn't easy to come by. The Greens have been tirelessly working since spring semester 2004 on this campaign. In April 2004 they achieved their first campaign goal, securing a 4% purchase. But that wasn't good enough for the SSC's energy activists. They continued to build support for clean energy and in April 2005 convinced 80% of the campus to support a \$5 increase in tuition for the purpose of buying renewable energy. As a direct result of the Greens' tireless efforts over the past year and a half, the administration proposed to spend \$15,000 a year on renewable energy.

Colorado University at Boulder students began their clean energy campaign by handing out colorful pinwheels and information about wind power and its benefits. They gathered signatures from 1300 students in favor of purchasing wind power for three buildings on campus (the Student Union, the Health Center and the Recreation Center). In 2000, students voted by a 5 to 1 margin to increase student fees by \$1 per semester for 4 years to purchase wind power from Colorado's Ponnequin wind farm. This initial commitment lowered campus emissions by 2.8 million pounds every year and raised enough money to purchase an entire wind turbine! In spring 2004, the student government voted to extend and expand the wind purchase to 8.8 million kWh/year of wind, which reduces campus CO2 emissions by about 12 million pounds every year! CU also installed its first 7.5 kWh solar photovoltaic system in 2004.

Tufts University launched their Climate Initiative on Earth Day 1999, becoming the first institution of higher education nationally to commit to specific emissions reduction goals. In the interim, Tufts has nearly eliminated growth in university emissions of climate altering gases despite growth in the number of campus buildings through a significant number of creative initiatives ranging from a solar residence hall, to vending misers, to retrofits of existing buildings and green transportation initiatives. Tufts' climate change activities are complimented by a range of campus sustainability programs including recycling, comprehensive dining efforts, source reduction, transportation initiatives and landscaping.

For more examples see http://www.energyaction.net/documents/campus_climate_victories.xls

During the past several years, scores of colleges and universities have taken steps for clean energy and fighting climate change. This has included purchasing clean, renewable power, actually generating clean power on campus with wind turbines and biomass, constructing "Green Buildings," and more.

The Campus Climate Challenge takes these victories to the next level: it is the largest effort ever undertaken by the student environmental movement. This is appropriate, because global warming is the greatest threat to our planet and our future, and moving to clean energy is the essential step to safeguarding both. The Challenge already unites dozens of student networks and will soon grow to reach 1,000 campuses across the United States and Canada. We are building a movement for sane energy policies from the ground up – and this is your chance to be part of it.

Stopping global warming and creating a clean energy future is the challenge of a generation. And the Campus Climate Challenge also is the challenge from our generation to our politicians and leaders who have failed to act to stop global warming: we're doing our part and it's time for you to do yours!

More Resources

- <http://www.climatechallenge.org/resources> has sample policy proposals, press releases, posters/graphics, a victories database and a power directory with other activist resources.
- **We're here for you.** Feel free to call the SSC office at 1-888-JOIN-SSC or email National Challenge Coordinator Eliza Simon at eliza@ssc.org.

PLANNING YOUR CAMPUS CLIMATE CHALLENGE CAMPAIGN

All effective action begins with being clear about your goals and developing a good written plan. Planning helps achieve your goals and result in a stronger organization. Organization building and campaign planning are not parallel tracks within an organization; they are links in a chain. This semester's campaign builds next year's organization. A stronger organization can undertake a larger campaign and a larger campaign can build a still stronger organization.

If it ain't written, it ain't a plan.

The Sierra Club developed a Campaign Planning Matrix that we request all groups use to thoughtfully develop their ideas at the start of their campaigns. It allows you to think through all of your goals and strategies in order to make sure you are putting together a slick and effective campaign. The matrix provides a step-by-step plan to help you set concrete campaign and organizational goals for the coming year. Remember: A campaign that breaks an organization -- wearing out members and depleting its treasury so it's less vital at the end -- is a failure. We should always strive to come out of a campaign organizationally stronger than when we went into it.

Read on to see the steps that you should consider while planning a campaign. We promise your campaign will be better because of it.

1. **Assemble a Challenge Team.** You should ideally start with 3 (or more) committed students and if possible, a faculty advisor who can help you navigate the intricacies of putting pressure on your college administration. Register this group as a Challenge Team with the SSC at www.ssc.org or www.campusclimatechallenge.org. Then work your way through this document, putting together a detailed campaign plan. As an SSC affiliated group, you have access to our national leaders and office staff for support. Feel free to contact us at 1-888-JOIN-SSC or email the SSC at sierra.student@sierraclub.org

Who is a part of your challenge team? Who has worked on this Campaign Planning Matrix? What is your organization's name? How many people are currently involved?

2. **Research Existing Policies.** You should investigate what energy policies your school has in place and whether students are already involved with this issue, either directly or indirectly. Has my school done a greenhouse gas inventory? Does my school have hybrid, efficient, or alternative fuel vehicle fleets? Can my school measure energy consumption by dorm? What new building projects are planned or in need of renovation? Has the school attempted to increase energy efficiency? Does the school purchase clean energy from its utility provider? Does the school have potential for on-site energy production?

What are the current energy policies at your school? Are other students already involved? Is your school taking any steps to reduce its environmental impact? Which options are most feasible for reducing emissions?

3. **Decide on Campaign Goals.** Pick from the specific clean energy solutions listed in this packet or look at what other schools have accomplished (see http://www.energyaction.net/documents/new_energy.pdf for more examples). Evaluate your school's options for reducing emissions and decide what you will pursue in your Campus Climate Challenge campaign. Goals should be clear, shared and communicated, well articulated and generally quantifiable, like "Get the administration to agree to purchase 50% renewable energy."

What are your goals for clean energy at your school?

4. **Set Organizational Goals.** At the end of the campaign, you should have a bigger, stronger organization that can go onto work on energy campaigns in your community or state, or pursue other campaigns on campus.

How will you use this campaign to grow your organization and develop new leaders? How many group leaders, active members and supporters (i.e. email list signups) will you recruit during the campaign?

5. **Think about your group's Strengths and Weaknesses.** Maybe you have a member who is a great artist and can design flashy posters, and you have a member who is a natural resource major and can spearhead a Greenhouse

Gas Inventory. But if this is the first clean energy campaign ever run on your campus so you will also need to do lots of public education. Think about strengths and weaknesses in terms of people, money, time, and connections.

What are 5 strengths of your group and how will this impact the campaign? What resources do the group and individuals bring to the campaign? What are 5 weaknesses and how will this impact your campaign? How will you try to address these weaknesses? How can you try to strengthen your group?

6. **Think about Potential Allies.** What are specific student groups that you could reach out to for support in this campaign? Also think about people or groups in your administration or school who could slow down or oppose your campaign. Consider a diverse group to work with: Environmental, Labor, Feminist, People of Color and religious groups, local area residents, families, etc.

Are there specific groups of supportive students who you should direct outreach and recruitment towards? What are some student groups, academic or administrative units at your school that would support your campaign? Who are the leaders of these groups? Who cares about global warming and your campus enough to join you in your campaign effort? Who can you bring in to help? (i.e. Professors) Who else is affected by the issue you are working on? Who might oppose your campaign? What are you opponent's strengths and weaknesses?

7. **Decide on a Venue and Targets.** Decide on the venue in which you can win your goal. If your goal is to install solar panels to power 10% of the campus, will your venue be approval by the Board of Trustees, a student vote to approve clean energy student fees, or the President signing off the plan?

Will you win by getting the college President to approve a plan? Winning a student referendum? Through a different venue?

A primary target is a person (or group of people) who has the power to implement your goal.

Who do you need to convince in order to win? What power do you have over your target? What kind of relationship do you have with your target? How does your target view your group? Does your target have any vested interest in listening to or working with your group? Is that person a friend, an enemy or neutral?

Secondary targets are people who have influence over your primary target.

Who besides your group has power over your target? What motivates or interests your target? Who are some influential people on campus who could help convince your primary target? Who has contacts or is friends with your target?

8. **Develop a Public Message.** This should be positive and communicate what someone can do to help and why. Messages can be most effective if they are framed as a story where global warming is the problem and our colleges and students can be the heroes by supporting clean energy.

What is your campaign and why should someone support it? Why should people care about stopping global warming and supporting clean energy? What can they do to join you and help? Stay positive and use language that will appeal to a broad range of people. See "Talking About Global Warming & Building Coalitions"

9. **Decide on Tactics.** Tactics are actions taken by your group that will bring the desired response from your target. Carefully choose if you want to work in cooperation with or take actions that could alienate your targets. Both can be effective, but make sure that you think about the consequences of your actions on the group in the future: How will other students and groups view your group in light of the tactics you choose to use? Tactics should be fun and demonstrate real power. Tactics can raise the morale of your members, get media coverage and demonstrate your power directly to your target. Think about tactics that can bring lots of people to your cause, put pressure on the administration, and escalate in volume until you win!

Examples: Rallies, tabling, literature drops, scorecards, street theater, banner drops, letters to the editor, petition presentations, meetings and sit-ins. See the box "Ideas for Tactics" on the next page for more ideas.

Brainstorming: For each target, list the tactics that the group can best use to make its power felt.

(see *Ideas for Tactics* are on the next page)

What tactics will you use to build support for your campaign and put pressure on your primary target(s)? In what order will you use these tactics?

Ideas for Tactics:

- *Letter to Primary Target Announcing Campaign and Asking for a Meeting to Discuss Goals:* Kick off your campaign with an official letter stating your demands for clean energy and why. Remember that you want to build a positive working relationship with your target if possible. It takes time to get administrators to understand and then support ideas proposed by students. Don't be turned off if you don't get a warm reception at first; be careful not to burn your bridges with the campus' decision makers in the early days of the campaign. See *Appendix B: Tips on Approaching Your School's Administration* for more information.
- *Petition/Postcard Drive On Campus:* This can be used to show public support for your campaign, especially if you announce or deliver your petition in a public event that your campus media can cover and report on. We recommend that you set a clear benchmark for student support that will appear meaningful, such as getting 15-25% of the student body on a petition of support. But petitions can be even more useful as a way to talk to fellow students, educate them about what is going on, and involve them in the campaign, expanding your group. Keep track of who signs the petition to invite them to meetings and to take part in other events.
- *Fossil Fools Day:* Be fun and creative with your tactics. Raise awareness by putting on an event that coincides with April Fools, Valentine's Day or another holiday. Work with faith groups to plan events around Earth Day or religious holidays.
- *Greenhouse Gas Emissions Inventory:* Figuring out exactly how much carbon and other emissions your school produces can be an excellent public education opportunity. See <http://www.cleanair-coolplanet.org/toolkit/> for more information on how to organize an inventory.
- *Speak at a Student Government or Faculty Senate meeting:* Have your student government or faculty senate sponsor a meeting where you can make a presentation about your campaign. Similar to the public forum, this is a great way to work with organizations that have wide constituencies and attract press coverage. See *Appendix C: Building a Climate Movement on Campus* for more information.
- *Letters to the Editor/Opinion-Editorials:* In addition to newspaper articles about your campaign, write a letter or opinion-editorial about why your target should agree to your campaign demands for the campus paper.
- *Professor Sign-On Letter:* Show support among professors for your campaign.
- *Class Raps:* Ask friendly professors for five minutes at the beginning of relevant classes to talk about your campaign and urge students to get involved. Give people a clear action to take there, such as signing a petition or postcard with "I want to help stop global warming" box. With students' contact information you can then ask supporters to become more active and take on a specific responsibility in the campaign.
- *Public Forums:* Host a public event to discuss the impacts of global warming and talk about the role that colleges can play in the solutions. Invite members of other student groups to get a conversation started on how it affects them and how they can support your campaign.

10. **Timelines and Deadlines.** Create a detailed campaign calendar with deadlines for tasks to be completed. Read through the "Five Steps to Create Policy Victories" and set a timeline for following them. Clearly establish who will do what by when. Distribute work equitably: get many members of the group involved in the planning process. Remember that if you step back a little, it leaves space for others to step up.

Create a shared timeline that lists when you will to approach your allies for support, hold events, what tasks need to be completed in each week leading up to the event, when your regular meetings will take place and when you will WIN!

THE NEXT STEP: BEYOND CAMPUSES

What happens after we win campus victories for clean energy? Will this really lead to stopping global warming? It will if we build on these victories and leverage them into new energy policies for our cities, states, and eventually, our entire country.

Campuses are leading the way to a clean energy future, and we need to make sure that our political leaders, from the local to the national level, know about it. We need to make sure they understand the potential that clean energy has and start making it a reality in all our communities.

How can we make this happen? By educating local leaders about what we're doing there and involving them in our victories.

Invite your local leaders to join you to learn about climate change on campus -

Hold a forum on campus that includes education about global warming, clean energy, and solutions that can be implemented on the local level. Invite speakers from local environmental groups, knowledgeable professors, or nationally known activists, writers, and leaders.

Invite your mayor, city council members, state Representatives or state Senators, or members of Congress to take part in this event. Invite them to talk to the group about what they are doing regarding energy issues - the chance to speak to their constituents can hold strong appeal to them. Put them on a panel with the other speakers so that they are sure to hear about global warming and energy solutions. While they are there, ask them what their plan is to stop global warming, what they will do to promote clean energy, and invite them to join you in calling on your administration to take action!

You might be surprised at how little your elected officials know about global warming, clean energy, and the common-sense solutions that we can implement at every level!

Meet with your local leaders to discuss your campaign -

Set up a meeting with your mayor, city council members, state Representatives and Senators, and members of Congress (when on Congressional recess) or their aides to talk with them about the campaign that you are engaged in. Tell them why you personally are so concerned about global warming and why it is so important that America work towards a clean energy future. Share with them recent media coverage of how serious global warming could be, to make sure that they see it. Tell them about your campaign on campus, and ask them for their support in urging your administration to take action for clean energy. Ask them what they are doing at the local, state, or national level to stop global warming and promote clean energy (and create good jobs!).

Publicize your victories -

When you win your campus campaign and your school implements clean energy solutions, work to make this a the beginning of a cascade of action! Talk to your administration about how they can work with the local government to expand on what the college is doing. Meet with your local and state officials to tell them what your college is doing as an example of what can be done at the local and state level. Invite the media to cover your victory so that the general public learns about what your campus is doing and sees that stopping global warming is possible through common-sense solutions that are easily available!

APPENDIX A: EDUCATIONAL EVENT IDEAS

Host an Energy Film Festival

Program your own film festival on campus featuring videos from serious documentaries to animated shorts -- all with an environmentally positive message about energy and global warming.

Sierra Club Productions in partnership with the Sierra Student Coalition will lend you the DVDs, send you tools you need to program the festival and encourage participants to take action! Hosting an Energy Film Festival on campus is a unique way to make a difference in your community. By using the power of film to educate your audiences you and your fellow students can influence everything from local energy consumption to campus policy.

For more information and to see a list of films visit: <http://www.sierraclub.org/scp/filmfest/>

Demonstration Projects

These events will, as the name implies, demonstrate the many global warming solutions that exist or will soon exist on the market for popular consumption and help students understand all of the vast solutions we have at our disposal.

The demonstrations you organize will excite students because the technology is new, cool and an unknown. With that in mind your demonstration projects should strive to include the latest or next generation technology, technology that might still be in development, technology that will have a big impact. Aim to make your event flashy and exciting! Think “Pimp My Ride” instead of “Mr. Rogers’ Neighborhood goes green.”

“Clean Car Show on the Quad” or “Pimp My Clean Ride Car Show”

Last year, the University of California-San Diego organized a Clean Car Show that displayed nine different cars: electric vehicles, hybrids, hydrogen fuel cell, and a car that was converted to an EV that runs on solar power. Similar events ran across California. Aim to make this event as big as possible. Get local dealers to loan you the cars. Get a local auto parts store to donate bling to pimp the cars out. You should have a DJ, guys and gals walking around in swimsuits posing with the cars, an exhibition or show by the campus’ dance clubs, a BBQ, games and competitions, and an emcee constantly making announcements over a megaphone. Check out the news article written about the USC show:

http://www.dailytrojan.com/home/index.cfm?event=displayArticle&uStory_id=51c5a975-83b7-4bea-b2f4-0219d212cc51.



Solar Powered Events: Smoothie and Latte giveaways, “Green Cribbs”, Concerts...

Last year, students at Berkeley organized “Smoothies for Solar” events, where they built a real solar panel (with the help of a professor), got supplies donated, did a bunch of publicity and wound up handing out hundreds of ‘solar smoothies’ to students, all the while getting petition signatures in support of California’s Solar Homes Bill (which they won!). They also scored an article in the campus paper and educated tons of students about solar energy. You can do this too and not just to power blenders, but to put on a concert, a movie, power a latte machine, a toaster, a microwave, a guitar, or anything electric! Even better, simulate a solar powered dorm room outside. You could have separate guys and gals rooms equipped with a couch, XBOX, Outkast blaring, and re-runs of Sex and the City. Show the students what solar power is capable of and have them check out the latest in solar technology that they can some day install on their future homes or in their backyards to power their own fun entertainment. Take solar from a pipedream to the mainstream! Check out this news article written about the Berkeley event:

<http://www.dailycal.org/sharticle.php?id=19942>.

Phantom Biker

The phantom biker surprises people with unique gifts praising them for riding their bike and educates them how biking reduces global warming pollution. The whole idea behind the phantom biker is to get a buzz going on campus—what better than a buzz with a great take home message! Indiana University had great success with this idea last year. The phantom biker should pick random times to make their mark (at night, during classes, during a big event on campus, etc). On some bikes the phantom should leave information on how biking will lower global warming pollution. On others, they should leave a “You’ve won” tag and directions on how to pick up their prize. It’s important that students recognize when they have been tagged. Have the phantom dress up in a mask, or submit an anonymous letter to the school paper about the “mystery” phantom. A key is to come up with great prizes

donated from local stores that everyone will enjoy: a free massage, a free meal, discount coupons to popular stores, a school t-shirt, or movie tickets. The possibilities are endless! Make sure to spread out the time and location of the phantom's drops, so that you reach out to all the bikers on campus!



Global Warming Superhero

Think Superman! No...ClimateMan! ClimateWoman! Feel free to come up with your own name. There has been a longtime fight in the DC metro area to create a transit line that encircles the city. The DC MetroWoman has been a constant fixture in the campaign and often stands outside metro stops handing out literature. It has worked wonderfully to keep the public engaged in the debate. The idea is to have a student in costume become an infamous figure on campus that everyone recognizes at first sight. Come up with a costume with a visible message that you are trying to convey about global warming solutions. Make sure that their identity remains anonymous (if you use a good mask, you can have people alternate the duty). Submit anonymous letters to the editor with the campaign message to the school paper from the ClimateMan/Woman. Have them appear at strategic and random times handing out flyers about upcoming events and updates on any successes with the campaign. Check out the MetroWoman's costume. Now tweak it a bit, add a windmill, a solar panel, a cape, and you're all set! Most importantly, have fun! This is a great way to be creative and gain publicity for the campaign.

A Simple Light Bulb Switch

A lot of students wonder how they can lower their global warming impact. You will provide them with a solution. The University of New Hampshire

Sustainability Department handed out free light bulbs to any student who wanted one and they had students all over campus switching out their bulbs! Set up a table in a high traffic area near electrical outlets. Have a lamp with a conventional bulb sitting next to a lamp with a Compact Fluorescent bulb (take off the lampshades for dramatic effect). Have a poster and flyers that talk about how much more efficient CFL bulbs are and how much energy and money you can save over time. Make sure you emphasize that the CFL bulbs even last longer! Talk with a sustainability department or your campus about purchasing bulbs for students (it will save them money and work time to have all their students replace their bulbs). If that doesn't work, talk to a local hardware store about getting a bunch of free bulbs, or coupons for students (you will provide them with a lot of business). The University of Southern Maine student's did this last year and sales at the local hardware store increased!

Competitions and Contests

Dorm and Fraternity/Sorority Energy Saving Competitions

UMASS students organized a huge dorm competition last year to see which dorm could cut its energy use the most over a three month period. Residents of the winning dorm got premium points on their meal card that allowed them to eat in the deluxe dining hall on campus. Students at Oregon State University organized a version of this called "The Greek Green Challenge" in which 19 fraternities competed to see which house could lower their energy use the most, with the winning house receiving \$1000 from the Corvallis area utility that they can donate to the charity of their choice.

This project will require some collaboration with the campus's residential life office, Greek system or, in the case of an academic department based contests, with department heads and eventually all professors in each department. The key is to have a prize for the winner that everyone will be excited about winning. Otherwise people will be hesitant to participate and hard to motivate. You must also come up with a way, most likely in collaboration with the facilities manager, to monitor the energy consumption of each contestant. This is a great competition to get lots of students engaged both individually and as a group in coming up with simple, new ways to address global warming!

Coal and Wind Celebrity Death Match

Everybody gets a kick out of pro-wrestling and this is a great event to get students excited about the fun, cool, creative ways you are talking about global warming solutions. Obviously, wind will come out on top, but you should come up with a creative storyline that incorporates how much better wind is as an energy source than coal. There should be a referee and an emcee that narrate the match with a positive political message. The core of the message should be wind is a great global warming SOLUTION. Work with the athletic department to see if you could do it at half time at a big sporting event. If not, hold the event on campus during a busy time or in coordination with another big event. Work with students in the theater club/department to help you create the plot. Spend a lot of time promoting the match, and make sure that you coordinate with everyone involved the messaging so it is more than just a pro-wrestling match. Students should walk away from the event knowing a lot more about the evils of coal and the positive benefits of wind.

Global Warming Jeopardy

This is a great event to get a lot of publicity as well as to get a lot of folks on campus involved with the campaign. You can set up the event exactly like the TV show, or add your own twist. Make sure that your Alex Trebek is well-prepped on a message. Don't get too rapped up in researching the questions, rather have questions that your contestants will be able to answer. Get a band and get some of the biggest names on campus to be the contestants (the dean, student body president, a popular professor, and athletic coach, etc.). Ask a popular restaurant on campus to host this event or host it yourself in a busy area. Get prizes donated from nearby food places or popular shops. Again, have fun with the event but make sure people walk away from the game knowing a lot more about global warming and the solutions we have at our finger tips right now.

Global Warming Movie Fest

Colleges across the country have been embracing the Apple's i Movie technology and holding mini film festivals. It's a really simple program that allows you to use the footage from your video camera to make short films with the click of a button. Most recent apple computers have the program, and the technology department will probably be happy to lend you equipment to pull it off. This will be a great event to put student's creativity to the test and to get students engaged in talking about global warming solutions. You should do a lot of leg work advertising and recruiting for the festival and talking up how fun it is and the great prizes you will provide. Ask the Art and Environmental Studies Departments to sponsor the event and provide students with extra credit for participating. Or better yet, get a professor to take it on as a class project! Give the students a week to create their films. You should be very clear about the criteria you will judge the films by and ground rules for creating the films. It's probably a good idea to set the time limit at 5 minutes. Come up with a global warming solution theme by which you judge everyone's film. Once completed, set up a committee of judges to view them over weekend and hold a big awards event the following week featuring the top three films. You could pack a lot into the awards event, such as guest speakers and campaign actions. Work closely with your technology department and have fun! Check out a film that the environmental group at Emory University made:

<http://www.campusmoviefest.com/cgi-bin/WebObjects/IdeaFlow.woa/wa/showAMovie?movieID=15>.

The Campus Makeover Competition

This is an active event to get students to have a good time and learn about global warming solutions. Set up a table in a high traffic area for a week. Make a HUGE copy of the campus map, number each building, and give people scorecards. For each building, their goal is to come with as many creative ways that the global warming impact of each building could be lowered. Create different prize levels using a point bracketing system so that the person that opts in stays for just five minutes is rewarded and the person who stays around for twenty minutes and figures out how to clean up the whole campus has incentive as well. Make sure to get the contact info of all of the contestants, and at the end of the week, contact the winners to give them their prize. Of course, you will want to get some great prizes donated from local stores. This is a great competition to recruit more people to join the campaign

APPENDIX B: TIPS FOR ORGANIZATION BUILDING

Growing Your Group, Building Leadership, and Delegating Individual Responsibility

Each campaign can build new leaders for your campus group by bringing in new people and encouraging them to step up and take responsibility for campaign efforts and events! When new people join your campus group, help them become part of the group - someone should personally greet each new person at a meeting to make them feel welcome. Make sure that each member feels that they are contributing by giving them responsibilities appropriate to time they can commit. Identify new people who could be potential leaders and be sure to involve them in making important campaign decisions and running important activities.

Always structure your tactics and campaign in order to involve the most people possible - this will help grow your group, develop leaders, and make members feel that being part of your group is a good use of their time. Tactics like dorm-storms, professor sign-on letters, and events where you delegate responsibilities are all things in which many people can take part, while also helping to build your campaign. In contrast, a Greenhouse Gas Inventory or meetings with the administration, while important, may only involve a few people, so don't rely on them to build a powerful clean energy movement on campus!

Establish individual point people for major events (and categories of organization within events) early in the planning process. These people don't have to personally do everything, but are responsible to make sure it gets done. Example: For a large event, different people can be in charge of: creating a schedule, booking rooms, talking to the media, student outreach (tabling), student group outreach, publicity (flyering, banners), creating literature (pledge forms, flyers, letter to professors, etc), organizing the rally or culminating event and demands.

Effective Meetings and Activating Inactive Members

If someone only has one hour a week to devote to your clean energy campaign, does it make sense for them to spend this time sitting in a meeting? Create opportunities for people to take action – not just sit in meetings and hear what others are doing! If someone has one hour a week, have them help out by joining a dorm-storm or asking their professors to sign onto a letter to your administration. Keep track of how much people can do, make it possible for everyone to be involved in their own ways, and hold meetings for those who have the time to meet AND take action.

Every meeting should have a clear purpose. At every meeting (large or small) be sure to:

- Have regular meetings at the same time and place every week, somewhere accessible and quiet.
- Meet and greet everyone in the group, and have a round of introductions when the meeting starts
- Start and end punctually. If you start more than 5 – 10 min late you only punish those who get there on time and reward those who get there late. End the meeting on time because time is people's most valuable resource.
- Set the agenda, with time limits, to go over it at the beginning, and stay on task
- Encourage participation from everyone present. Take stack (a list of people who want to be called on) so you can hear each other speak
- Acronyms – avoid them at all costs! Explain EVERY acronym you use when new people are present. Be aware that someone who talks more in letters than names is less likely to be understood.
- Take minutes at every meeting then send them out so that those that weren't there know what's going on. (Remember to keep minutes and compile them into a binder that's passed on so the organization has a collective memory)
- At the end of the meeting, the facilitator should review all the commitments that were made during the meeting and thank everyone for coming.

Do you have a large email list of people who ignore weekly announcements to come to yet another group meeting? These are the people on campus who are most likely to get involved because they've already expressed interest in your group - if you take the time to reach out to them individually! Create action opportunities that people can volunteer for specifically, and ask them to help you with that activity. If they feel wanted and that their time can actually make a difference, you'll be surprised who will become active.

Communication

Internal Communication can always be improved, so never stop working on it!

- Everyone involved should know each other and feel comfortable working with the group.
- It is important for everyone to have a clear understanding of what's going on. Take the time at each meeting to ensure that everyone is on the same page and knows what everyone else is doing. Read the minutes from meetings you don't go to – someone said something there that you need to know - guaranteed.
- Don't rely on e-mail communication too much. Be sure that everyone in the group has each other's phone numbers.

External Communication

- Keep the website updated: make sure that the website working group has event listed and knows upcoming meeting info. Create your own group website for free at www.campusclimatechallenge.org!
- Have someone designated as your media contact who will handle all interactions with the media, send out press releases alerting the media of events, and have media packets to hand out during events

How to use your Campaign Matrix

Put your campaign strategy on paper and file it where your organization will be able to find it for evaluation, future reference and institutional memory. People need to see it, agree to it, and use it as a road map for their work. Having a plan on paper keeps you on course and provides you with the means to hold everyone accountable. If the plan was developed in a smaller group then you should present your campaign, with detailed goals, in writing at a general meeting where everyone in your group can see and contribute to it.

Evaluation

It's important to evaluate how your campaign is going and how you can make it more effective. After a campaign event, victory or defeat hold a discussion of what worked well, what didn't and how to improve for next time. This could be a short item in your group's regular meeting or a prolonged debrief after a whole semester of campaigning.

Party

Activism can be intense and a good party keeps your group energized and encourages friendship. People stay part of groups if they are friends with and have personal connections to other members. People join groups as much for the personal interaction with like-minded people as any issue that they care about!

When was the last time you ended your group meeting by going for dinner together or playing Frisbee together?

Environmental groups that play together stay together. Every good campaign includes parties, fun times, and other social activities. Throw parties to kick off the semester and bring in new group members, to thank people for their hard work, and to celebrate your actions, victory or not (but especially your victories!!!).

APPENDIX C: TIPS ON APPROACHING YOUR SCHOOL'S ADMINISTRATION

After you have eyeballed a couple of options that your group is excited to push for, you should reality check your goal by meeting with the people who's support you will ultimately need and see how they react to your idea. Don't make this too complicated, but here would be the types of people you should probably meet with:

- *The campus facilities director:* This person is the campus' resident expert on the schools' energy infrastructure and energy consumption, as well as any current energy conservation or global-warming reduction measures already in place. He/She will also be very helpful in determining what is immediately feasible and winnable.
- *The chair of the sustainability committee (if one exists):* This person is usually a faculty member and will be very interested in the work you are doing since the goal of his/her committee is to reduce energy consumption and make the campus energy plan more sustainable while minimizing environmental impact. They will be able to help you influence decision-makers. This person should also be well aware of the campus attitude toward this type of project and will know what is already being done.
- *An environmental studies or engineering professor who is concerned with the issue:* Having an expert on your side to support you and endorse your project and work with the campus administration will be a big help. They will also be able to help you come up with good ideas.

A sample agenda might be:

- Introduce the campus climate challenge.
- Pitch them on what you're interested in pushing for.
- Find out what the general lay of the land is. Look for answers to the following questions:
 - What has already been done or is already being planned?
 - Is there already a specific goal set for a greenhouse reduction timetable?
 - What are the major obstacles to these kinds of projects?
 - What kind of budgetary constraints are there?
 - What would people most like to see happen?
- From there, get their advice about what you should be advocating. It may turn out that the facilities manager is already really into a university-wide green building policy and thinks your involvement will really help get it passed. OR, the facilities manager may not have many ideas of his/her own but is willing to support yours if you do more research. Listen carefully to what they're saying and ask lots of questions.

APPENDIX D: BUILDING A CLIMATE MOVEMENT ON CAMPUS

Your Campus Climate Challenge campaign can build a group of people from across the school who care deeply about the environment, clean energy, and building a safer, cleaner future for our generation. Global warming is not an “environmental issue” like any other. It is an economic, humanitarian, and social issue as well. The potential effects of a destabilized climate will be felt by people across the world – especially the poor and most vulnerable— as it threatens agriculture, access to clean water, weather patterns, and most of all, the millions in the U.S. and other countries that live on the coasts and are vulnerable to extreme weather and sea level rise.

Similarly, the solutions to global warming – and they do exist! – are not merely environmental in nature, but economic, social, security-related. If we got serious about smart new energy technology and clean energy sources, we would create millions of good jobs in new industries, revive flagging local economies and communities, and reduce our reliance on foreign sources of energy like Middle Eastern oil. We would not only make our nation more prosperous, but also safer and more secure.

We cannot approach this problem and its solutions like any other. We must educate our peers about the dire consequences of global warming - and the fact that the best scientists in the world have evaluated the data and told us that global warming is real. But we must also be positive and talk about how we can solve this problem with visionary solutions.

Student Government: Enlisting the support of the Student Government at your campus is an important step. As representatives of the student body, their voice matters to the administration. Your proposal will seem pretty empty if the SGA is not on board and an administration that wants to resist the changes you are proposing will easily be able to exploit the fact that the SGA is not supportive. In order to get the SGA to pass a resolution you will need:

- A resolution in support of the policy you have proposed.
- An SGA member to sponsor and introduce the resolution to the whole assembly. You should meet with SGA leaders (president, VP, student trustee, Heads of Pertinent Committees), before you actually introduce the resolution to pitch them on why they should pass it. If nothing else you should definitely have the support of one of these leaders, ideally the president.
- Go to the SGA meeting when the resolution is proposed and speak on its behalf in conjunction with the sponsoring SGA member. Be prepared to answer any questions they may have.

Faculty Endorsements: It is also beneficial to get many individual faculty members to sign a statement of support. Develop a target number for the number of faculty endorsements. You should get faculty endorsements by first sending an email and then following up by phone or in person with any of the faculty you are targeting that need more convincing. Be prepared to show the endorsements you have from the faculty who helped you draft the proposal in the first place in order to show that your idea already has some credibility and has been reviewed. Compile all the endorsers into one list and once you have a critical mass (25-50 or more, depending on the size of your campus) present them to the administration. You can sign on campus administrators and deans in this same way.

Student Groups: You can also reach out and gain the support of organizations across the political and apolitical spectrum, from the LGBT Alliance to the hockey team to the Black Student Union to the Greek societies on your campus to show your administration that it is our *entire generation* that is demanding clean energy solutions now!

Your Campus Climate Challenge group can do this in many different ways. Building coalitions takes building trust and showing how your groups have mutual interests. Some ideas include:

- Setting up individual meetings with the leaders of other groups to talk about working together lending their support to put pressure on the administration.
- Reaching out to groups through members in your environmental group that are part of other groups.
- Holding a forum discussing the broad impacts of global warming and clean energy and inviting representatives from different campus groups to whom you tailor the presentation.

- Reaching out to unusual partners with creative ideas – host a “Save Beer, Save Hockey, Stop Global Warming” party with the hockey team and a fraternity.
- Supporting other progressive organizations campaigns and goals. If you bring 15 people to an ally’s event, you can ask them to bring 15 to yours.

The Campus Paper: The campus paper is the campus’ major media and what most students and faculty and administration will read for campus news. Getting articles, Letter to the Editors, and Op/Eds in the paper is a good way to pressure the administration to make a decision since the paper represents the students’ voice. You should work the campus paper in the following way:

- Set up a meeting with the paper’s editorial staff early on in the semester to alert them to your campaign and get them committed to running a series of stories about global warming and the solutions you are proposing on campus.
- When you submit your proposal write a press advisory and a press release to give to the paper along with important students/faculty/administrators to contact for quotes and other information. Include a fact sheet and the proposal you have submitted. Send all of this information to the paper and follow up immediately with a phone call or in-person visit to make sure they publish and article.
- Once an article has been printed have lead students submit letters to the editor in response to the article and in support of the proposal. Keep the topic in the paper for as long after the article is published as possible.
- Throughout the semester write and submit a series of Op/Eds to the paper, or ideally you could set up with the editorial staff to have a regular global warming/renewable energy column in which you talk about the issue and highlight your policy proposal as a solution for your campus.

Local Media Don’t be scared to venture off campus and work with your community media outlets like newspapers and radio stations. You can take a similar approach to local media outlets as with your campus paper, but you can also establish a good relationship with your newspaper’s environmental reporter.

Believe it or not, the environmental reporter is probably looking for things to write about, and they will happily cover a good environmental story from your campus. Your campaign for clean energy is a great local environmental story, and local coverage is your chance to spread the word about global warming and to create community pressure on the administration to take action.

- Call your local media outlets and ask them who in their organization covers environmental issues.
- Ask to meet with this person to tell them about what you are doing and suggest that they write a story about your campaign.
- Fax and email press releases to the local paper when you hold an event on campus or reach a significant milestone in your campaign (i.e. release of a Greenhouse Gas Inventory report).
- Forward to environmental reporters stories you see in the national or international media about climate change issues to encourage them to cover these issues themselves.

You can also help to educate local environmental reporters by forwarding to them articles you see in other media outlets about global warming. This will make them want to cover climate change issues as well, and your campaign is a great local angle to suggest to them.

APPENDIX E:

DETAILED INFORMATION ON CLEAN ENERGY SOLUTIONS

Adapted from Energy Action Coalition Campaign Packet, created by David Carhart, Student Environmental Action Coalition.

Conducting a Greenhouse Gas Inventory

Goal - Measure your school's contribution to climate change and identify the largest sources of the campus' greenhouse gas emissions.

Information - An accurate, informative presentation of your campus' emissions "footprint" can be a critical step in raising student and administrator awareness about your campus' contribution to climate change. An inventory is useful as a baseline to set emissions reduction goals and to measure the success of campus greening initiatives. A good GHG inventory also reveals the biggest sources of the campus' emissions and can often help with identifying the projects with the biggest potential to reduce emissions.

Many inventories have been successfully carried out by small classes or individual students, both as a part-time job and for academic credit. A professor or facilities manager will often help with the project, and a New England non-profit called Clean Air-Cool Planet provides software that makes compiling the information relatively simple. A single student can compile an inventory in less than a semester, and the software turns the raw data into charts and graphs that can be very helpful in persuading administrators to reform their energy policies.

* This step, if chosen, can be conducted at the same time that you begin a public campaign to pressure your administration to take action on clean energy. The release of the GHG inventory can be an event in your ongoing campaign and can be used to build support for the concrete steps outlined below. It's important not to lose momentum by getting bogged down in doing preparatory work.

Funding - Clean Air Cool Planet will assist students and administrators in conducting a greenhouse gas inventory and developing a strategic plan for reduction free of charge. www.cleanair-coolplanet.org

Buying Energy from a Clean Energy Company

Goal - Buy a percentage of your campus' energy from a clean energy company.

Campaign Information - Buying renewable energy not only leads to reductions in NOX, SO₂, and greenhouse gases, it also creates good jobs. This requires no changes to your college's existing electrical infrastructure - clean energy is purchased right off of the normal electrical grid by paying for a certain amount of clean energy to be produced and put onto the grid.

Start by contacting whoever is in charge of energy purchasing, usually the "Facilities Department" or something similar. They are unlikely to have the power to make changes (they are probably constrained by the budget they are given) but they can give you information about how much is currently being spent on energy and where the money is going. You will likely need to get approval from higher-ups who control the budget - like the University President or Board of Trustees, for example - to make the necessary changes.

Funding - You will need to secure an amount of money that will be allocated yearly to purchase energy. Many universities are taking an innovative approach to raising the necessary fund: they are aggressively reducing energy usage and putting the savings towards buying clean energy - a double victory in reducing carbon emissions.

Alternatively, the school itself can allocate money to pay for the slight increase in cost associated with clean energy, or students can vote to increase student fees by a small amount - as little as something like \$5 per semester - to fund this. As more institutions purchase clean energy, the costs will decrease.

Info on Buying Renewables - Before you purchase clean energy, find out the sources for the company that you purchase from. You should find out how the energy you purchase will be generated. Being able to say that your electricity will come from a certain "wind farm" can be exciting information for your campaign. At the same time, sometimes energy that is marketed as "renewable" comes from such sources as incineration of waste, including medical waste, which creates carcinogenic pollution for local communities. Be sure to only support companies that are selling truly green, renewable power.

Green Energy Network (US Department of Energy): <http://www.eere.energy.gov/greenpower/consumers.shtml>

Green-E Pick Your Power: http://www.green-e.org/yout_e_choices/pyp.html

On-Site Solar or Wind Energy

Goal - Convince an institution to set aside a one-time allotment of money that will be invested in creating wind or solar energy production on campus or to create a fund that will continue to fund such a project.

Campaign Information - Energy can be produced on-site by buying either solar panels or wind turbines and installing them on the buildings or property of an institution. The Facilities Department or its equivalent will be a valuable information resource and potential ally, but may be limited by budgetary constraints and higher-ups will need to be convinced to support the project. Some now have parts of their budget set aside for efficiency that the purchase of solar panels or wind turbines may qualify for.

Having solar panels and wind turbines on-site:

- Saves money by reducing energy purchases, often creating economic gains over the lifetimes of the panels and turbines if they recoup the initial investment
- Reduces dependence on the energy grid, reducing pollution
- Reduces the need for power lines and reduces power losses during transmission

Funding - Such projects will require a start-up sum of money to pay for the equipment and installation but since the institution will be producing some of its own energy, an enormous amount of money can be saved in the long run making these technologies affordable. This is one of the projects that might potentially be fundable by grants, although it's really the institution's responsibility to go through the grantwriting process.

Solar Panels: On-site solar panels are generally the most feasible options because they:

- Can be incorporated in building designs and added on to existing buildings
- Provide consistent power during the middle of the day when the most energy is needed
- Are small, unobtrusive & easily installable
- Can often double as insulation when placed on buildings, reducing heating and cooling costs
- Can be installed in almost any geographic location since most places have sufficient sun

Wind Turbines: An on-site wind turbine is generally a less feasible alternative to solar, foremost because the suitability of various sites for wind generation varies considerably and colleges may be located at a non-optimal site. They are also larger and cannot be incorporated into building design as solar panels can. There are, though, a number of schools that have done this.

Info for On-Site Generation of Green Energy

Solar Energy Industries Association listing of solar installers, retailers contractors and manufacturers

<http://www.seia.org> (click on "Find Solar")

The Consumer Energy Center has information for California providers.

<http://www.consumerenergycenter.org/buydown/retailers.html>

Implementing Green Building Policies

Goal - Convince an institution to commit to principles of green architecture and green building certification for all building projects.

Campaign Information - Green building standards incorporate a range of measures regarding site selection, water-efficient landscaping, energy usage, construction materials, etc. that can vastly reduce the need for energy. Find out all of the people involved in new building construction-the Facilities Department, architects, engineers, etc. - and find out what the current plans are for using green architecture into the designs. They will likely list off a number of things that they are doing, but it is important that they can be certified as conforming to a certain standard of green building. The University of California, for example, specifies that all new buildings will be LEED certified Silver Rating or higher. You can also push for the renovation of existing buildings so that they conform to green building standards. It may be useful for the institution to hire an architect who specializes in Green Buildings when undertaking new projects.

Funding - Extra money will likely be required to make buildings compliant with a green building standard but this could be offset by the lower energy costs over the life of the building, possibly leading to a net economic gain.

Green Building Standards & Certification - Leadership in Energy & Environmental Design standards were developed by the United States Green Building Council (USGBC). They contain criteria for new construction and a set of criteria for existing buildings is in development. New granted one of four levels of certification if they qualify: "Certified," "Silver," "Gold" and "Platinum."

Green Building Information

Leadership in Energy & Environmental Design: http://www.usgbc.org/LEED/LEED_main.asp

Running An Energy Conservation Campaign

Goal - Implement new technology and change institutional practices to decrease energy usage and use the money saved to support green energy.

Campaign Information - Energy efficient technologies (Energy Star appliances, solar water heaters, energy-efficient light bulbs, more efficient boilers, better insulation etc) can reduce energy use significantly while saving schools millions on energy costs. Some schools have started retrofitting all of their dorms with technologies like these.

Energy Conservation websites

Energy Guide: Smart Energy Choices has a good site for finding energy efficient products.

<http://www.energyguide.com>

Energy Star EZ Save Software http://www.energystar.gov/index.cfm?c=power_mgt.pr_power_management

Transform Transportation

Goal - Convince an institution to buy high fuel efficiency and/or hybrid vehicles and institute programs and incentives to encourage alternative forms of transportation like transit and biking.

Campaign Information - Emissions from cars and trucks account for one third of U.S. greenhouse gas emissions. As with electricity usage, we need to find ways to both increase efficiency and encourage conservation. There are two main ways that this can be done:

- Buying fuel efficient and/or hybrid vehicles. Institutions can save money on fuel and reduce pollution by purchasing new hybrid cars for campus fleets.
- Create transportation alternatives. Coming up with a plan for this is more complicated but would generally involve increasing the costs of driving (higher parking fees, fewer parking spaces, etc.) combined with increasing the support of public transportation (subsidies for using public transit, incentives to carpool, etc.) Transforming university transportation systems can lessen congestion in surrounding areas, save universities money in infrastructure costs, and decrease air pollution and greenhouse gas emissions.

Funding - Fuel efficient and hybrid vehicles may cost more, but government incentives and lowered fuel costs more than make up for it. Likewise, there may be up-front costs to get people to switch to carpooling or public transit, but the reduced infrastructure costs can more than make up for it.



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