

This document is an adapted version of the “Guiding Principles for City Climate Action Planning: Toolkit for City-Level Reviews” (United Nations Human Settlements Programme, June 2017). This newly adapted toolkit for campus-level climate action planning reviews can be utilized for the development and evaluation of climate action planning at institutions of higher education. The adapted toolkit was developed as a collaborative effort by an ad hoc working group consisting of the following members: Tom Abram, Jessica Barlow, Zohir Chowdhury, Victoria Lawless, and Christiana Yip (San Diego State University); J. Alexander Maxwell (Gonzaga University); Aida Guardiola Sánchez and Robert Kehew (UN-Habitat); and Ruby Woodside (Second Nature). The adaptation of the toolkit started as a project under the Sage Project program at San Diego State University (sage.sdsu.edu) and was further developed using multi-stakeholder peer reviews by experts and representatives from academic research institutions, non-governmental agencies, and UN-Habitat. The present document has been designated as a “Version 1.0,” as it is intended that toolkit will undergo subsequent revisions and updates upon wider application and review.

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Source: *United Nations Human Settlements Programme. (June 2017). Guiding Principles for City Climate Action Planning: Toolkit for City-Level Reviews.*

Guiding Principles for City Climate Action Planning: Toolkit for Campus-Level Review



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Introduction

Background

In December 2015, UN-Habitat and 45 endorsing partners launched Version 1.0 of the Guiding Principles for City Climate Action Planning (GP) at the Paris Climate Summit (COP-21). This document distilled the experiences to date of local officials, practitioners and academicians from around the world in helping cities address climate change into eight Guiding Principles. These eight Guiding Principles are listed in Chapter 2, below (in the left-hand column of the Indicator Summary Sheet). These high-level Principles are intended to complement and strengthen but not replace step-by-step climate action planning processes. For further discussion of the Guiding Principles, list of endorsing partners, examples of city-level climate action planning that illustrate the Principles and links to related tools, see link <http://unhabitat.org/books/guiding-principles-for-climate-city-planning-action>.

Following the launch of the Guiding Principles, in 2016-2017 UN-Habitat and partners devised a set of indicators, as well as a supporting Toolkit for City-level Review (June 2017), to assist local officials and practitioners to apply or operationalize the Guiding Principles at the city level. Using this Toolkit, UN-Habitat and partners have applied these indicators in a number of cities; recommendations aimed at strengthening planned or ongoing climate action planning processes as well as the resulting plans.

Since then, UN-Habitat has collaborated with the developers and contributors of this work to adapt this City-Level Toolkit so that it is directly applicable to the assessment of campus climate action planning at institutions of higher education. This has resulted in Version 1.0 of the Guiding Principles for Campus-Climate Action Planning: Toolkit for Campus-Level Review.

The intention now (September 2018) is to apply this adapted Toolkit to assess how closely ongoing campus climate action planning processes adhere to the Guiding Principles and to offer suggestions (as needed) to strengthen those processes. At the same time, we plan to capture feedback on the Version 1.0 of the Guiding Principles, with the aim of refining and updating those principles in the future as needed. As with the GP initiative as a whole, such campus-level exercises should serve a broader aim of facilitating knowledge and information sharing amongst engaged partners, so as to promote strengthened, expanded and more consistent climate action planning in campuses around the world.

Higher education recognizes the imperative of addressing climate change. For example, in the United States, over 550 higher education institutions have made commitments to carbon neutrality. These schools are collectively known as the Climate Leadership Network, and account for nearly 29 million metric tons of CO_{2e} greenhouse gas emissions. Through campus-level climate action planning, the network has reduced greenhouse gas emissions by 10% since 2010; despite a 31% increase in building square footage and a 26% increase in student enrollment.

There is also strong motivation for increasing adaptation and resilience to climate change. Over 100 schools in the Climate Leadership Network include explicit commitments to work with the community towards increased climate resilience. These schools commonly report disruptions, including power outages and infrastructure failure, from climate hazards such as rainfall flooding, severe storms, and extreme heat. If campuses do not develop effective climate action plans and adaptation measures, these disruptions will increase in frequency and magnitude.

According to the 2015 State of Sustainability in Higher Education report, Climate Leadership Commitment signatories produce 47% less emissions (per square foot of built space) than non-signatories. This demonstrates that commitments to climate action drive real progress, not only in reduced emissions but also in operational savings. Most importantly, the goal of carbon neutrality provides many educational opportunities for students, staff, faculty, and administration.

The preferred methodology for applying, testing, and capturing feedback using the adapted Toolkit is via in-person assessments. Initial experience with city-level reviews has shown that an actual site visit (as opposed to a desk review) is important to give the assessment sufficient credibility so that the resulting recommendations actually may be heeded; such is also no doubt the case with campus applications.

To empower others to undertake assessments of ongoing campus-level climate action planning processes, we offer the following in the adapted toolkit:

1. An **explanation of “how to” carry out a campus-level assessment** – i.e., how to apply the Guiding Principles to an ongoing campus-level planning process in the form of a generic Terms of Reference;
2. A **summary sheet of indicators** that correspond to the Guiding Principles;
3. A **worksheet** for calculating indicator values; and
4. A **sample Table of Contents** of an assessment report.

1. HOW TO CARRY OUT A CAMPUS-LEVEL ASSESSMENT *(In the form of generic Terms of Reference)*

Assessment of Ongoing Campus-Level Climate Action Planning Process

Background

[See above.]

Objectives

- To assess how closely the climate action planning process in the targeted campus is adhering to the Guiding Principles, and offer corresponding recommendations; and
- To capture feedback and insights on how applicable the current versions of: (i) the Guiding Principles and (ii) the associated set of indicators really are at the campus level.

Tasks

To those ends, the [assigned person] will proceed as follows:

Before Completing the Assessment

1. Review the ‘Guiding Principles for City Climate Action Planning’ publication and adapted Toolkit for Campus-Level Review. Review the campus-level climate action plans and annual implementation reports that are considered promising practices.
2. To the extent of possible, gather and review information on the institution of higher education to be assessed and its ongoing climate action planning process. Obtain and review a copy of a document that sets out the process that is being followed. Coordinate with the team that is supporting this ongoing planning process. Also, obtain and review as possible relevant information at the local, city, state/province/territory, and country level, including its Nationally Determined Contribution (NDC) and (as possible) other policy frameworks that govern for campus-level planning and climate action planning in those jurisdictions. Obtain similar information on the relevant policies and guidelines that govern the institution of higher learning under consideration.

During the In-Person Assessment

3. Meeting with the campus climate action planning team and other relevant stakeholders to gather necessary data. (Note: Formal presentations of the Guiding Principles to local stakeholders, alongside an ongoing climate action planning process, might unintentionally

confuse matters if we seem to be introducing an alternative methodology. Therefore such presentations should be carefully considered; if such are undertaken they should be kept general. Instead the assigned person may wish to generally work ‘behind the scenes’.)

4. Begin to fill out the worksheet (provided in the Toolkit). As shown, for each Guiding Principle, the worksheet will include both: (i) the calculation of an indicator value and (ii) qualitative discussion. Compile the documentation or ‘evidence’ (hard or soft copy) that supports the indicator values assigned. Obtain contact information of local focal points, and otherwise pave the way for possible follow-up questions as necessary, via telephone, Skype, and/or email.
5. To a limited extent and as previously agreed, support the team facilitating the ongoing climate action planning processes.

After the In-Person Assessment

6. Complete a *draft* worksheet. The *draft* worksheet should include, as needed, recommendations for improving the climate action planning process at the given campus, in light of the Guiding Principles.
7. After worksheet is finalized, convert worksheet into a more readable *draft* assessment report based on the suggesting table of contents in Toolkit.
8. Review *draft* assessment report including summary sheet with campus officials and those supporting the climate action planning processes on that campus. While sharing preliminary recommendations, gather suggestions and feedback on the draft assessment.
9. Revise and prepare the *final* Assessment Report. This finalized external report will be shared with both those immediately involved with the planning process in the *target campus*, as well as with a broader set of endorsing and engaged partners, as part of knowledge management. It will also be posted to the Guiding Principles web page maintained by UN-Habitat. Provide [the endorsing partner with] a complete set of supporting documentation (<https://unhabitat.org/the-guiding-principles/>).

Outputs

- Draft of completed worksheet
- Assessment report including indicator summary sheet (draft and final versions)
- Complete set of supporting documentation and contact information

2. INDICATOR SUMMARY SHEET

College/University
Campus, City,
Country:
Draft Date:

COLOR RATING KEY

| | | | | | | |
|-----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|---|
| Preliminary evidence | Conclusive evidence | Preliminary evidence | Conclusive evidence | Preliminary evidence | Conclusive evidence | Not applicable / Not determined / Pending / Cannot determine ¹ |
| NO OR WEAK COMPLIANCE | | PARTIAL COMPLIANCE | | FULL COMPLIANCE | | |

| GUIDING PRINCIPLES ² | INDICATOR ³ | | ASSESSMENT |
|--|------------------------|---|------------|
| AMBITIOUS – Setting goals and implementing actions that evolve iteratively towards an ambitious vision. <i>PLAN</i> | 1A | Mitigation. For a given long-term target year (of 20 years or more), the college/university has set a long-term emission reduction target of 80% or greater reduction from base year (or equivalent) AND/OR the college's/university's long term target meets or exceeds those found in the Nationally Determined Contributions (NDCs) of the corresponding country. | |
| | 1B | Adaptation. The plan not only seeks to make marginalized populations, key systems and critical infrastructure more resilient to climate-related risks, but to do so in a way that is transformative ⁴ . | |
| | 1C | Mitigation and Adaptation. The college/university plan sets a date to review, update and strengthen the targets and actions in the current plan. | |
| INCLUSIVE – Involving multiple college/university departments ⁵ , stakeholders, and communities (with particular attention to marginalized groups ⁶) in all phases of planning and implementation. <i>PROCESS</i> | 2A | Documented process of consulting with college/university community during climate action planning shows specific outreach or communication efforts with ONE OR MORE OF THE FOLLOWING marginalized groups: (i.) Persons of color, (ii.) Persons with disabilities, (iii.) Persons identifying as veterans or inactive military, (iv.) First generation college students, (v.) International students, (vi.) Commuter students who live off-campus, (vii.) Staff in janitorial, dining, and facility services, (viii.) Low-income students and/or students relying solely on financial aid, (ix.) Part-time students, AND/OR (x.) Any other groups explicitly recognized as marginalized. Specify: | |

¹ Show assessment in grey if virtually no data are available as basis for assessment or city plan not applicable to this indicator.

² Column also shows (in italics) whether the Principle primarily concerns: (i.) the climate action **planning process**, and/or (ii.) the **plan** itself – the main output of the planning process. Corresponding indicator(s) follow suit.

³ Several indicators refer to a single 'plan', however in the case of mainstreaming this can refer to multiple plan documents.

⁴ A definition and discussion of transformative resilience is found in Pelling, M. (2010), "Adaptation to climate change: from resilience to transformation". Routledge. Pelling considers "adaptation and resilience actions" to be potentially "transformative" if they seek to "tackle the underlining social causes of vulnerability such as poverty".

⁵ For indicator reflecting cross-departmental engagement within the university/college, see indicator 4.1A.

⁶ Marginalized group is defined as the following: Different groups of people within a given culture, context and history at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds, such as sex, gender, age, ethnicity, religion or belief, health status, disability, sexual orientation, gender identity, education or income, or living in various geographic localities. Belonging to such groups or even being perceived to belong to them heightens the risk of inequalities in terms of access to rights and use of services and goods in a variety of domains, such as access to education, employment, health, social and housing assistance, protection against domestic or institutional violence, and justice. Source: information provided by European Union Agency for Fundamental Rights and the Office of the United Nations High Commissioner for Human Rights.

| | | | |
|--|------|--|--|
| | 2B | Evidence of ongoing engagement with other (non-marginalized) stakeholders, e.g. local businesses and community members from the surrounding community that are potential implementation partners. | |
| FAIR – Seeking solutions that equitably address the risks of climate change, and share the costs and benefits of action across the college/university. <i>PLAN</i> | 3A | Mitigation. Policy goals in the plan explicitly reflect ONE OF THE FOLLOWING: (i.) An aim not to unfairly or excessively burden vulnerable populations with the costs and any negative impacts associated with climate action (ii.) The principle of ‘common but differentiated responsibility’ AND/OR (iii.) The ‘emitter (or polluter) pays’ principle. | |
| | 3B | Adaptation. At least some climate actions in the plan are clearly targeted at helping ONE OR MORE OF THE FOLLOWING marginalized groups: (i.) Persons of color, (ii.) Persons with disabilities, (iii.) Persons identifying as veterans or inactive military, (iv.) First generation college students, (v.) International students, (vi.) Commuter students who live off-campus, (vii.) Staff in janitorial, dining, and facility services, (viii.) Low-income students and/or students relying solely on financial aid, (ix.) Part-time students, AND/OR (x.) Any other groups explicitly recognized as marginalized. Specify: | |
| COMPREHENSIVE – Coherently undertake adaptation and mitigation actions across a range of sectors within the college/university. <i>PROCESS AND PLAN</i> | 4.1A | Process. Existence within the college/university of a standing cross-departmental working group that has met at least once in the past year, whose terms of reference or written mandate includes promotion of coordinated climate actions. | |
| | 4.1B | Plan. The climate action plan addresses BOTH adaptation AND mitigation, AND Adaptation actions address two or more sectors ⁷ , AND Mitigation actions address two or more sectors | |
| | 4.1C | Process. The climate action plan incorporates adaptation and mitigation actions throughout curriculum, research, internship opportunities, co-curricular activities across multiple disciplines of study at the college/university campus, and campus operations (i.e. hazard mitigation, disaster response, and campus-wide strategic planning). | |
| INTEGRATED [horizontally and vertically] – as well as supporting broader regional initiatives and realization of priorities of higher levels of government when possible and appropriate. <i>PROCESS</i> | 4.2A | Inter-institutional (includes other colleges, universities or institutions of higher education). Existence of a plan or formal agreement between the college/university and one or more colleges/universities within a local area/region that explicitly references coordination or collaboration in climate action or resilience planning. | |
| | 4.2B | Municipal level: Existence of a plan or formal agreement between the college/university and municipal-level government that explicitly references coordination or collaboration in climate action or resilience planning. | |
| | 4.2C | Intermediate level. Existence of a plan or formal agreement between the college/university and an intermediate level of government (e.g. province or state) that explicitly references coordination or collaboration in climate action or resilience planning. | |
| | 4.2D | National level. EITHER Nationally Determined Contribution OR National Climate Action Plan in the corresponding country includes provisions for empowering or coordinating climate action by colleges/universities, AND/OR | |

⁷Greenhouse Gas emissions attributed to city activities can be classified into six major sectors: Stationary Energy, Transportation, Waste, Industrial Processes and Product Use (IPPU), Agriculture, Forestry and Other Land Use (AFOLU), and Other Scope 3 Emissions (any other emissions outside the geographic boundary as a result of city activities). These six sectors are in addition applicable towards campus activities. Source: information provided by the Global Protocol for Community-Scale Greenhouse Gas Emission Inventories (GPC).

| | | | |
|--|------|---|--|
| | | A proposal developed by the national government and either (i) registered as a Nationally Appropriate Mitigation Action or (ii) submitted to a multilateral climate fund (GEF, AF, GCF) includes an explicit role for colleges/universities (including the one in question) in implementing or executing the action. | |
| RELEVANT – Delivering local benefits and supporting local development priorities. <i>PROCESS AND PLAN</i> | 5A | Plan includes a statement (or equivalent) that the criteria for decision-making included the delivery of climate benefits, and supports local development priorities, AND Plan clearly identifies that both delivery of climate benefits and support to local development priorities informed planned actions. | |
| ACTIONABLE – Proposing cost-effective actions that can realistically be implemented by the actors involved, given college/university mandates, finances and capacities. <i>PLAN</i> | 6A | THREE OR MORE of the following conditions are met: (i.) Responsibilities for implementing actions are assigned to specific entities/agents at the college/university, (ii.) At least half of the actions presented in the plan include an estimate of implementation costs and financial returns (ideally presented as both net present value and internal rate of return), (iii.) At least twenty percent of the actions designate a planned funding source, (iv.) Some actions are shown as ‘quick wins’, (v.) Some pilot actions are included, (vi.) The plan includes actions to cut emissions from and/or improve resilience of the college/university estate and operations, (vii.) The plan sequences actions over time, (viii.) The plan includes a process for engaging suppliers and procuring key assets and facilities, (ix.) The plan includes a strategy for advocacy, communication, dissemination and/or implementation. | |
| EVIDENCE-BASED – Reflecting scientific knowledge, local understanding, and using assessments of vulnerability and emissions and other empirical inputs to inform decision-making. <i>PROCESS AND PLAN</i> | 7A | Mitigation. Plan includes a summary of a baseline greenhouse gas emission inventory (and potentially an energy costs inventory), disaggregated by sector ⁶ and produced according to international GHG accounting guidelines, AND A statement that this inventory was used to inform and support decision-making and to help prioritize mitigation actions. | |
| | 7B | Adaptation. Plan includes a summary of a vulnerability assessment, with a spatial dimension, that reflects local and scientific knowledge (ideally based upon credible data from climate projections, local infrastructure inventories, socioeconomic data and so on), AND A statement that this assessment was used to inform and support decision-making, and to help prioritize adaptation actions. | |
| TRANSPARENT – Following an open decision-making process and providing for public reporting on progress towards achieving goals. <i>PROCESS</i> | 8.1A | ALL of the following conditions are met; The plan summarizes: (i.) Opportunities for engagement that the college/university community had during the planning process, (ii.) The criteria and process for prioritizing climate actions, AND (iii.) Commitments for reporting (including in public meetings that involve students, staff, faculty, and the surrounding community) on progress towards implementing the plan, AND More detailed evidence to support this summary information or confirm implementation of these plans is available from the college/university upon request, AND Plan is available online, in a language that is understood by the public as well as those with technical understanding. | |

⁶ Greenhouse Gas emissions attributed to city activities can be classified into six major sectors: Stationary Energy, Transportation, Waste, Industrial Processes and Product Use (IPPU), Agriculture, Forestry and Other Land Use (AFOLU), and Other Scope 3 Emissions (any other emissions outside the geographic boundary as a result of city activities). These six sectors are in addition applicable towards campus activities. Source: information provided by the Global Protocol for Community-Scale Greenhouse Gas Emission Inventories (GPC).

| | | | |
|---|------|---|--|
| VERIFIABLE – ...Setting goals that can be measured, reported, independently verified, and evaluated. <i>PLAN</i> | 8.2A | The plan features a monitoring and evaluation framework that BOTH : (i.) Includes indicators that correspond to key climate targets and/or actions, AND (ii.) Provides for the periodic measurement of progress towards meeting those targets or actions | |
|---|------|---|--|

3. WORKSHEET FOR CAMPUS-LEVEL REVIEW

BASIC INFORMATION

COLLEGE/UNIVERSITY⁸:

COUNTRY:

LEAD REVIEWER:

SECONDARY REVIEWER(S)/BACKSTOP:

VERSION OF GUIDING PRINCIPLES USED: *Version 1.0 (December 2015)*

VERSION OF INDICATORS USED (DATE): *Version 1.0 (September 2018)*

REPORT DATE:

A. BACKGROUND

CAMPUS VISIT

- Period of visit (start and end dates; if applicable):
...
- Other persons on your visit (names and organizations):
...
- Briefly describe key meetings and events, clearly indicating types of stakeholders (e.g., college/university officials, local officials, national officials, civil society, etc.):
...
- If you played a role or roles on this visit other than carrying out your terms of reference, briefly describe:
...

COLLEGE/UNIVERSITY, CITY & COUNTRY

- Population of college/university that represents the study area or geographic scope of the climate action planning exercise (can provide basic detail, e.g., estimated number of on-campus faculty, staff, and students):
...
- Type of higher education institution (e.g., public/private, technical, two-year/four-year, college/university, etc.)
...
- Chief administrative executive (e.g., college/university president, provost, chancellor, vice-chancellor, principal, or rector):
...

⁸ The college/university entity mentioned here will be the basis for the assessment, with corresponding study area.

- Is the college/university part of a regional network of higher education institutions? If so, name and briefly describe:
...
- If in your observation a local level of government (e.g., city) and/or an intermediate level of government (e.g., province, state) play an active role in college/university, list the levels of government and briefly describe:
...
- Basic type of (national) government:
...
- If a sub-city level of government (e.g., district) or local agency/organization plays a relevant role in climate action planning, briefly describe this level and its role:
...
- If a specific college/university department/office (e.g., Office of Sustainability) or club/committee/group plays a relevant role in climate action planning, briefly describe this level and its role:
...

CLIMATE ACTION PLANNING PROCESS AND PLAN

- Is the primary subject of the present assessment (check one):
 - A climate action plan (or similar) that is stand-alone*
 - Climate action planning (or similar) that is mainstreamed*
- (*If stand-alone*) Give the name of the climate action plan (existing or under development) that is the subject of the present assessment:
...
- Finalized and approved, or still in draft (check one)?
 - Approved (approval date):*
 - Not yet approved*
- Who if anyone has been assisting the college/university with the present (or a recently completed) climate action planning process (external support, including donor(s) and/or consultancy (ies))? Obtain name and contact information for key contacts.
...

- Does the climate action planning process focus on (check one):

Adaptation or climate resilience

Mitigation

Both

Elaborate if necessary:

...

- Briefly describe the intended climate action planning process or methodology. Obtain copy of diagram with description of basic process if possible. (Annex A)

...

- Approximately when did this process begin?

...

- When is it scheduled to end (if known)?

...

- Approximately at what stage in this climate action-planning process is the college/university at present?

...

- How does the actual process being followed seem to differ from the intended process (if at all)?

...

- At the national, intermediate level (e.g. province or state), and/or the local level (e.g., city), what statutory basis exists (if any) for climate action planning at the college/university level? (Obtain copies of key documents if possible.) If there is little/no statutory basis for such, why is the university undertaking this effort?

...

- What antecedents to the present process exist in the college/university, in terms of previous climate action initiatives?

...

- How does the present climate action planning process relate to broader, ongoing planning activities, at the college/university? If any conflicts or inconsistencies exist briefly describe, with quotes from officials if applicable.

...

B. APPLICATION OF GUIDING PRINCIPLES (WORKSHEET)

This section includes space for assessing how thoroughly the Guiding Principles are being observed in the current campus-level climate action planning process, both: (i) according to indicators, and (ii) qualitatively.

Given that the (initial) visit to a given college/university may well take place during an *ongoing* planning process, it may well prove impossible to fully and definitively assign values to all indicators, some of which relate more to the final plan rather than to an ongoing process. At the same time there may well be value in reviewing the final plans developed subsequently, or even revisiting a given college/university one or two years later. Such follow-up would serve to see whether suggestions offered resulted in a modified process or a strengthened final document. In such cases an initial assessment would become a ‘baseline’ study, and may well contain some indicator values that are only ‘provisional’.

COLOR RATING KEY

| | | | | | | |
|----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|---|
| Preliminary evidence | Conclusive evidence | Preliminary evidence | Conclusive evidence | Preliminary evidence | Conclusive evidence | Not applicable / Not determined / Pending / Cannot determine ⁹ |
| WEAK COMPLIANCE | | PARTIAL COMPLIANCE | | FULL COMPLIANCE | | |

PRINCIPLE 1 – AMBITIOUS

Setting goals and implementing actions that evolve iteratively towards an ambitious vision (GP, p.3).

INDICATOR 1A

Mitigation. For a given long-term target year (of 20 years or more), the college/university has set a long-term emission reduction target of 80% or greater reduction from base year (or equivalent) AND/OR the college’s/university’s long term target meets or exceeds those found in the Nationally Determined Contributions (NDCs) of the corresponding country.

Worksheet

- ⇒ College/University target (with target year):
- ⇒ Basic unit of measurement (e.g., total vs. per capita emissions):
- ⇒ Base year:
- ⇒ NDC target (with target year):
- ⇒ Basic unit of measurement:
- ⇒ Base year:
- ⇒ If necessary, show calculation of extrapolation of targets for either city or country here:

Attach copy of college/university plan; relevant page number(s):

Attach copy of NDC; relevant page number(s):

⁹ Show assessment in grey if virtually no data are available as basis for assessment, or if indicator is not applicable to this planning process.

Indicator assessment (fill in one cell only)

| | | | | |
|--|---|---|--|--|
| <i>College/University target < NDC target</i> | <i>College/University target = NDC target</i> | <i>College/University target = NDC target AND college/university has set a 2050 target of 80% or greater reduction from base year</i> | <i>College/University target > NDC target</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

- INDICATOR 1B

Adaptation. *The plan not only seeks to make marginalized populations, key systems and critical infrastructure more resilient to climate-related risks, but to do so in a way that is transformative.*

Worksheet

⇒ *Does the plan contain actions to build resilience to climate related risks? YES NO*

⇒ *IF SO, do the plan actions specify building resilience to climate related risks with marginalized populations? YES NO*

⇒ *ALSO IF SO, how many sectors do these actions address: _____*

⇒ *List: _____*

⇒ *Are the actions to build climate resilience transformational? (that is, do the actions seek to address the root social causes of vulnerability? YES NO*

Attach a copy of college/university plan; relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | |
|--|---|--|--|
| <i>Plan does not try to build resilience to risks, OR Only tries to do so in one sector OR Only tries to do so for one part of the campus community.</i> | <i>Plan contains actions that seek to build resilience to climate-related risks for marginalized groups, AND Tries to do so in two or more sectors.</i> | <i>In addition to criteria noted to left, at least some of the actions in the plan seek to build resilience in a way that is “transformative” by addressing some of the needs of marginalized groups AND The plan provides safeguards to ensure that human rights are fully respected when considering actions that address climate-related risks</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

▪ INDICATOR 1C

Mitigation and Adaptation. *The city/university plan sets a date to review, update and strengthen the targets and actions in the current plan.*

Worksheet

⇒ *Does the college/university plan set a timeline for which to update and launch a new version?* YES NO

⇒ *If yes, what is the timeline:*

Indicator assessment (fill in one cell only)

| | | |
|--|--|--|
| <i>Plan does not set a date to update the targets and actions.</i> | <i>Plan sets a date to update the targets and actions.</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

PRINCIPLE 2 – INCLUSIVE

Involving multiple college/university departments, stakeholders and communities (with particular attention to marginalized groups), in all phases of planning and implementation¹⁰.

▪ INDICATOR 2A

Documented process of consulting with college/university community during climate action planning shows specific outreach or communication efforts with ONE OR MORE OF THE FOLLOWING marginalized groups:

(i.) Persons of color,

(ii.) Persons with disabilities,

(iii.) Persons identifying as veterans or inactive military,

(iv.) First generation college students,

(v.) International students,

(vi.) Commuter students who live off campus,

(vi.) Staff in janitorial, dining, and facility services,

(vii.) Low-income students and/or students relying solely on financial aid,

(ix.) Part-time students,

AND/OR

(x.) Any other groups explicitly recognized as marginalized. Specify:

Worksheet

⇒ *Consultation process with college/university community documented in final plan document:* YES NO

⇒ *Forms of outreach and communication used (list):*

⇒ *Outreach includes marginalized groups (list pertinent groups, i. – x.):*

⇒ *Final plan makes reference to the use of feedback from consultations to develop activities?* YES NO

Attach a copy of college/university plan; relevant page number(s):

¹⁰ For indicator reflecting cross-departmental engagement within the college/university, see Indicator 4.1A.

Indicator assessment (fill in one cell only)

| | | | | | |
|---|---|--|---|---|--|
| <i>Plan does not reference consultation with stakeholder groups</i> | <i>Plan references consultation with stakeholder groups but none of the above marginalized groups</i> | <i>Plan references consultation with stakeholder groups, with 1 of the above marginalized groups in open consultations</i> | <i>Plan references consultation with stakeholder groups, including ≥ 4 of the above marginalized groups in open consultations</i> | <i>Plan references closed consultation held with ≥ 1 marginalized groups, in addition to open consultations</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Yellow</i> | <i>Green</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

- INDICATOR 2B

Evidence of ongoing engagement with other (non-marginalized) stakeholders, e.g. local businesses and community members from the surrounding community that are potential implementation partners.

Worksheet

- ⇒ *Does the plan include other stakeholders other than the community and college/university (e.g. local businesses and community members from the surrounding community that are potential implementation partners)? YES NO*
- ⇒ *If so, list types of stakeholders:*
- ⇒ *Is there any indication that other stakeholders have a role for implementation? YES NO*

Indicator assessment (fill in one cell only)

| | | | |
|---|---|---|--|
| <i>Consultation does not include other stakeholders (e.g. local businesses and community members from the surrounding community that are potential implementation partners)</i> | <i>Consultation partially includes other stakeholders (e.g. local businesses and community members from the surrounding community that are potential implementation partners)</i> | <i>Consultation fully includes other stakeholders (e.g. local businesses and community members from the surrounding community that are potential implementation partners)</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

PRINCIPLE 3 – FAIR

Seeking solutions that equitably address the risks of climate change, and share the costs and benefits of action across the college/university.

- INDICATOR 3A

Mitigation. *Policy goals in the plan explicitly reflect ONE OF THE FOLLOWING:*

(i) An aim not to unfairly or excessively burden the marginalized groups with the costs and any negative impacts associated with climate action

(ii.) The principle of ‘common but differentiated responsibility’

AND/OR

(iii.) The ‘emitter (or polluter) pays’ principle.

Worksheet

⇒ Do the policy goals in the plan exhibit any of the items in the above list (list numbers applicable):

Indicator assessment

| | | |
|---|---|---|
| The policy goals in the plan do not exhibit any of the items in the above list. | The policy goals in the plan exhibit at least 1 of the items in the above list. | Not applicable / Not determined / Pending/ Cannot determine |
| Red | Green | Grey |

Supplemental qualitative discussion as necessary

...

INDICATOR 3B

Adaptation. At least some climate actions in the plan are clearly targeted at helping ONE OR MORE OF THE FOLLOWING marginalized groups:

(i.) Persons of color,

(ii.) Persons with disabilities,

(iii.) Persons identifying as veterans or inactive military,

(iv.) First generation college students,

(v.) International students,

(vi.) Commuter students who live off campus,

(vi.) Staff in janitorial, dining, and facility services,

(vii.) Low-income students and/or students relying solely on financial aid,

(ix.) Part-time students,

AND/OR

(x.) Any other groups explicitly recognized as marginalized. Specify:

Worksheet

⇒ Some of the plan’s climate actions are clearly targeted at marginalized groups: YES NO (list i – x):

⇒ If yes, what proportion of adaption actions are targeted at these groups (%):

Attach a copy of college/university plan; relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | |
|--|--|--|---|
| Plan’s climate actions are not clearly targeted at marginalized groups | Plan’s climate actions are targeted at only 1 of the above marginalized groups | Plan’s climate actions are clearly targeted at ≥ 4 of the above marginalized groups | Not applicable / Not determined / Pending/ Cannot determine |
| Red | Yellow | Green | Grey |

Supplemental qualitative discussion as necessary

...

PRINCIPLE 4.1 – COMPREHENSIVE

Coherently undertake adaptation and mitigation actions across a range of sectors within the college/university.

▪ INDICATOR 4.1A

Process. Existence within the college/university of a standing cross-departmental working group that has met at least once in the past year, whose terms of reference or written mandate includes promotion of coordinated climate actions.

Worksheet

- ⇒ Is there cross-departmental working group with the mandate to coordinate climate action? YES NO
- ⇒ If so, how many departments are involved in the working group (list):
- ⇒ Additionally, if so, how many meetings have been undertaken by the working group this year (list dates):

Attach a copy of the college/university plan; relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | |
|---|---|---|--|
| There is no cross-departmental working group in place with the mandate to coordinate climate action | There is a cross-departmental working group in place with the mandate to coordinate climate action that has met once in past year | There is a cross-departmental working group in place with the mandate to coordinate climate action that has met more than once in past year | Not applicable / Not determined / Pending / Cannot determine |
| Red | Yellow | Green | Grey |

Supplemental qualitative discussion as necessary

...

▪ INDICATOR 4.1B

Plan. The climate action plan addresses BOTH adaptation AND mitigation, AND
Adaptation actions address two or more sectors, AND
Mitigation actions address two or more sectors.

Worksheet

- ⇒ Plan covers mitigation adaptation , or BOTH
- ⇒ # of sectors addressed in adaptation actions (if any) (list):
- ⇒ # of sectors addressed in mitigation action (if any) (list):

Indicator assessment (fill in one cell only)

| | | | | |
|--|--|--|--|--|
| <i>Climate action plan addresses ONLY adaptation or mitigation, in only 1 sector</i> | <i>Climate action plan addresses ONLY adaptation or mitigation, in ≥ 2 sectors</i> | <i>Climate action plan addresses BOTH adaptation and mitigation, but only in 1 sector each</i> | <i>Climate action plan addresses BOTH adaptation and mitigation, in ≥ 2 sectors each</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

- INDICATOR 4.1C

Process. *The climate action plan incorporates adaptation and mitigation actions throughout curriculum, research, internship opportunities, co-curricular activities across multiple disciplines of study at the college/university campus, and campus operations (i.e. hazard mitigation, disaster response, and campus-wide strategic planning).*

Worksheet

- ⇒ *areas adaptation actions are incorporated (if any) (list):*
- ⇒ *areas mitigation actions are incorporated (if any) (list):*
- ⇒ *campus curriculum incorporating climate adaptation and mitigation strategies (if any) (list):*
- ⇒ *campus research incorporating climate adaptation and mitigation strategies (if any) (list):*
- ⇒ *campus internship opportunities incorporating climate adaptation and mitigation strategies (if any) (list):*
- ⇒ *campus co-curriculum incorporating climate adaptation and mitigation strategies (if any) (list):*

Indicator assessment (fill in one cell only)

| | | |
|--|--|---|
| <i>Climate action plan does not incorporate adaptation and mitigation actions throughout curriculum, research, internship opportunities, and co-curricular activities across multiple disciplines of study</i> | <i>Climate action plan incorporates adaptation and mitigation actions in 1 of the following: curriculum, research, internship opportunities, and co-curricular activities across multiple disciplines of study</i> | <i>Climate action plan incorporates adaptation and mitigation actions in >1 of the following: curriculum, research, internship opportunities, and co-curricular activities across multiple disciplines of study</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> |

Supplemental qualitative discussion as necessary

...

PRINCIPLE 4.2 – INTEGRATED [HORIZONTALLY AND VERTICALLY]

...as well as supporting broader regional initiatives and the realization of priorities of higher levels of government when possible and appropriate.

- INDICATOR 4.2A

Inter-institutional (includes other colleges, universities or institutions of higher education).

Existence of a plan or formal agreement between the college/university and one or more colleges/universities within a local area/region that explicitly references coordination or collaboration in climate action or resilience planning.

Worksheet

⇒ Is the college/university working with another college, university or institution of higher education on climate action: YES NO

⇒ If YES, is there a plan or formal agreement for their collaboration on climate action: YES NO

⇒ Also if YES, how many colleges, universities or institutions of higher education is it working with on climate action:

⇒ Does the campus-climate plan reference a formal agreement with another local institution?

⇒ If a regional body of higher education institutions exists, is there a plan or formal agreement with this institution to collaborate on climate action or resilience planning? YES NO

Attach a copy of college/university appropriate plan(s) AND/OR formal agreement(s); relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | |
|---|---|--|---|
| The college/university or institution of higher education is not working with other local colleges, universities and institutions of higher education on climate action | The college/university has an informal agreement with at least 1 other local college, university or institution of higher education | The college/university has a formal agreement with at least 1 other local college, university or institution of higher education to work on climate action | Not applicable / Not determined / Pending/ Cannot determine ¹¹ |
| Red | Yellow | Green | Grey |

Supplemental qualitative discussion as necessary

...

- INDICATOR 4.2B

Municipal level: Existence of a plan or formal agreement between the college/university and municipal-level government that explicitly references coordination or collaboration in climate action or resilience planning.

Worksheet

¹¹ For the schools those are geographically isolated or remote.

- ⇒ *Is there a climate action or resilience plan at the municipal level of government the university is located in? YES NO*
- ⇒ *If yes, does the college/university plan reference or incorporate the municipal-level plan for climate action? YES NO*
- ⇒ *Is there a formal agreement that supports climate action and resilience planning between the municipality and the college/university? YES NO*
- ⇒ *Does EITHER the plan(s) or formal agreement explicitly reference coordination or collaboration in climate action or resilience planning? YES NO*

Attach a copies of the college/university and municipal-level plans; relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | |
|---|---|--|--|
| <i>Lack of a municipal-level plan and/or formal agreement between the college/university and the local municipality</i> | <i>Existence of a municipal-level plan and/or formal agreement between the college/university and the local municipality with little or no explicit reference to coordination or collaboration in climate action or resilience planning</i> | <i>Existence of a municipal-level plan and/or formal agreement between the college/university and the local municipality with explicit reference to coordination or collaboration in climate action or resilience planning</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

▪ **INDICATOR 4.2C**

Intermediate level. *Existence of a plan or formal agreement between the college/university and an intermediate level of government (e.g. province or state) that explicitly references coordination or collaboration in climate action or resilience planning.*

Worksheet

- ⇒ *Is there a climate action or resilience plan at the intermediate level of government the college/university is located in? YES NO*
- ⇒ *If yes, does the college/university plan reference or incorporate the intermediate level of government's plan for climate action? YES NO*
- ⇒ *Is there a formal agreement that supports climate action and resilience planning between the intermediate level of government and the college/university? YES NO*
- ⇒ *Does EITHER the plan(s) or formal agreement explicitly reference coordination or collaboration in climate action or resilience planning? YES NO*

Attach a copy of the college/university and intermediate level government plans; relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | |
|---|--|---|--|
| <i>Lack of an intermediate level government plan and/or formal agreement between the college/university and an intermediate level of government</i> | <i>Existence of an intermediate level government plan and/or formal agreement between the college/university and an intermediate level government with little or no explicit reference to coordination or collaboration in climate action or resilience planning</i> | <i>Existence of an intermediate level government plan and/or formal agreement between the college/university and an intermediate level government with explicit reference to coordination or collaboration in climate action or resilience planning</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

- INDICATOR 4.2D

National level. EITHER

Nationally Determined Contribution OR National Climate Action Plan in the corresponding country includes provisions for empowering or coordinating climate action by colleges/universities, AND/OR

A proposal developed by the national government and either (i) registered as a Nationally Appropriate Mitigation Action or (ii) submitted to a multilateral climate fund (GEF, AF, GCF) includes an explicit role for colleges/universities (including the one in question) in implementing or executing the action.

Worksheet

⇒ Empowering or coordinating college/university climate action referenced in NDC YES NO (include page #):

⇒ College/university climate action referenced in National Climate Action Plan YES NO (include page #):

⇒ Role for college/university included in NAMA YES NO or multilateral climate fund proposal by national government YES NO (include page #):

⇒ Are the actions in the college/university climate action plan aligned with priorities in the country's NDC YES NO , and/or the national climate action plan YES NO , and/or NAMA YES NO , and/or multilateral climate fund proposal by national government YES NO (list relevant actions and associated national plan in parenthesis):

Attach a copy of the college/university and national-level government plans; relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | | |
|--|--|--|---|--|
| <i>College/university climate action NOT referenced and/or given a role in the NDC or national climate action plan, or NAMA or multilateral climate fund proposal by national government</i> | <i>College/university climate action referenced and/or given a role in the NDC or national climate action plan, but with no coordinating, empowering or capacity-building mechanisms or provisions yet established</i> | <i>One or more colleges/universities are given a role in a NAMA or a multilateral climate fund proposal by the national government</i> | <i>College/university climate action referenced and/or given a role in the NDC or national climate action plan, with clear coordinating, empowering or capacity-building mechanisms or provisions</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

PRINCIPLE 5 – RELEVANT

Delivering local benefits and supporting local development priorities.

- INDICATOR 5A

Plan includes a statement (or equivalent) that criteria for decision-making included the delivery of climate benefits, and support to local development priorities

AND

Plan clearly identifies that both delivery of climate benefits and support to local development priorities informed planned actions.

Worksheet

⇒ *Climate benefits AND/OR support of local development priorities of planned action (list):*

⇒ *Statement (s) that decision making criteria (ion) is to deliver climate benefits AND/OR support local development priorities (list):*

Attach a copy of college/university plan; relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | |
|--|---|--|--|
| <i>Plan neither identifies climate benefits and/or support for local development priorities, nor does it identify delivering such as at least one criterion for decision-making.</i> | <i>Plan identifies climate benefits and/or support for local development priorities, but does not identify delivering such as at least one criterion for decision-making.</i> | <i>Plan identifies climate benefits and/or support for local development priorities, and identifies delivering such as at least one criterion for decision-making.</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

PRINCIPLE 6 – ACTIONABLE

Proposing cost-effective actions that can realistically be implemented by the actors involved, given college/university mandates, finances and capacities.

- INDICATOR 6A

THREE OR MORE of the following conditions are met:

(i.) Responsibilities for implementing actions are assigned to specific entities/agents at the college/university,

(ii.) At least half of the actions presented in the plan include an estimate of implementation costs and financial returns (ideally presented as both net present value and internal rate of return),

(iii.) At least twenty percent of the actions designate a planned funding source,

(iv.) Some actions are shown as ‘quick wins’,

(v.) Some pilot actions are included,

(vi.) The plan includes actions to cut emissions from and/or improve resilience of the college/university estate and operations,

(vii.) The plan sequences actions over time,

(viii.) The plan includes a process for engaging suppliers and procuring key assets and facilities,

(ix.) The plan includes a strategy for advocacy, communication, dissemination and/or implementation.

Worksheet

⇒ *Conditions met (list i – vi):*

Indicator assessment (fill in one cell only)

| | | | |
|--|---|--|--|
| <i>No conditions met: Not Actionable</i> | <i>1-2 conditions met: Partially actionable</i> | <i>≥3 conditions met: Actionable</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

PRINCIPLE 7 – EVIDENCE-BASED

Reflecting scientific knowledge, local understanding, and using assessments of vulnerability and emissions and other empirical inputs to inform decision-making.

- INDICATOR 7A

Mitigation. *Plan includes a summary of a baseline greenhouse gas emission inventory (and potentially an energy costs inventory), disaggregated by sector and produced according to international GHG accounting guidelines,*

AND

A statement that this inventory was used to inform and support decision-making and to help prioritize mitigation actions.

Worksheet

⇒ *Does the plan include a summary baseline greenhouse gas emission inventory? YES NO*

- ⇒ If yes, is it disaggregated by sector? YES NO
- ⇒ Also if yes, does the plan reference the use of the GHG inventory to support decision making and prioritize mitigation actions? YES NO
- ⇒ What GHG methodology is used to develop the inventory (international GHG accounting guidelines):
- ⇒ Does the plan include an energy cost inventory? YES NO

Indicator assessment

| | | | |
|---|---|---|--|
| <i>The plan does not include a college/university GHG emissions inventory and statement that the inventory was used to support decision making and prioritize actions</i> | <i>The plan includes a college/university GHG emissions inventory but lacks explicit expression that the inventory was used to support decision making and prioritize actions</i> | <i>The plan includes a college/university GHG emissions inventory and statement that the inventory was used to support decision making and prioritize actions</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

INDICATOR 7B

Adaptation. *Plan includes a summary of a vulnerability assessment, with a spatial dimension, that reflects local and scientific knowledge (ideally based upon credible data from climate projections, local infrastructure inventories, socioeconomic data and so on),*

AND

A statement that this assessment was used to inform and support decision-making, and to help prioritize adaptation actions

Worksheet

- ⇒ Does the plan include a summary vulnerability assessment: YES NO
- ⇒ If YES, is the vulnerability assessment expressed spatially: YES NO
- ⇒ Also if YES, does the vulnerability assessment reflect local knowledge: YES NO
- ⇒ Also if YES, does the vulnerability assessment reflect scientific knowledge: YES NO
- ⇒ Does the plan include a statement(s) that actions are supported by the vulnerability assessment: YES NO

Indicator assessment (fill in one cell only)

| | | | | |
|---|---|--|--|--|
| <i>Climate actions in the Plan are NOT informed by a vulnerability assessment</i> | <i>Climate actions in the Plan are informed by a vulnerability assessment with ONLY local knowledge</i> | <i>Climate actions in the Plan are informed by a vulnerability assessment with ONLY scientific knowledge</i> | <i>Climate actions in the Plan are informed by a vulnerability assessment with BOTH local and scientific knowledge</i> | <i>Not applicable / Not determined / Pending/ Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

If the plan calls for any follow-up scientific studies that are relevant, text could be discussed here:

PRINCIPLE 8.1 – TRANSPARENT

Following an open decision-making process and providing for public reporting on progress towards achieving goals.

- INDICATOR 8.1A

ALL of the following conditions are met;

The plan summarizes:

(i.) Opportunities for engagement that college/university community had during the planning process,

(ii.) The criteria and process for prioritizing climate actions, AND

(iii.) Commitments for reporting (including in public meetings that involve students, staff, faculty and the surrounding community) on progress towards implementing the plan,

AND

More detailed evidence to support this summary information or confirm implementation of these plans is available from the college/university upon request,

AND

Plan is available online, in a language that is understood by the public as well as those with technical understanding.

Worksheet

⇒ Are ALL conditions met: YES NO

⇒ Website for climate action plan:

⇒ Focal point within college/university to retrieve supporting information on the plan:

⇒ If ALL conditions not met, list missing:

⇒

Indicator assessment (fill in one cell only)

| | | | |
|-------------------|---------------------|--------------------|--|
| No conditions met | Some conditions met | All conditions met | Not applicable / Not determined / Pending / Cannot determine |
| Red | Yellow | Green | Grey |

Supplemental qualitative discussion as necessary

...

PRINCIPLE 8.2 – VERIFIABLE

... Setting goals that can be measured, reported, independently verified, and evaluated.

- INDICATOR 8.2A

The plan features a monitoring and evaluation framework that BOTH:

(i.) Includes indicators that correspond to key climate targets and/or actions,

AND

(ii.) Provides for the periodic measurement of progress towards meeting those targets or actions

Worksheet

⇒ *Plan includes indicators to monitor targets or actions: YES NO*

⇒ *What is the reporting period of progress of the plan targets or actions:*

Attach copy of college/university plan; relevant page number(s):

Indicator assessment (fill in one cell only)

| | | | |
|--|---|---|---|
| <i>Plan includes NEITHER indicators for targets or actions nor provides for periodic measurement of progress</i> | <i>Plan includes 1: EITHER indicators for targets or actions or provides for periodic measurement of progress</i> | <i>Plan includes BOTH indicators for targets or actions and provides for periodic measurement of progress</i> | <i>Not applicable / Not determined / Pending / Cannot determine</i> |
| <i>Red</i> | <i>Yellow</i> | <i>Green</i> | <i>Grey</i> |

Supplemental qualitative discussion as necessary

...

C. CONCLUSIONS & RECOMMENDATIONS

FOR CAMPUS-LEVEL CLIMATE ACTION PLANNING PROCESS

A. It may be that during your assessment that your discussions with local officials and stakeholders about the Guiding Principles and associated indicators have prompted some immediate considerations of changes in the planning process being followed. If so please clearly document, including officials met with, and provide any supporting evidence.

...

B. How if at all would you recommend improving the climate action planning process in the campus that you visited? Organize recommendations in order of importance, with explicit reference when possible to relevant Principles.

...

(Optional) FOR UNDERLYING PLANNING PROCESS MODEL

In some cases, the on-campus planning group is seeking to apply a step-by-step planning process model. You may have more general recommendations for improving this process model. These suggestions would apply not just to the campus that you visited but rather to the underlying model, which may be applied in a number of campuses. If so, please provide these recommendations here¹².

...

FOR GUIDING PRINCIPLES

Offer any recommendations aimed at improving the Guiding Principles and its publication that could be considered for a possible future Version 2.0 of the Principles, e.g., an expanded or clarified discussion of certain Principles, Principles that do not seem to be relevant, possible new Principles and so on.

...

FOR GP INDICATORS, TOOLKIT & WORKSHEET

Offer any suggestions for improving (e.g., tightening up, reformulating, eliminating, replacing) the Indicators and present Toolkit that correspond to the Guiding Principles. This could be done in the form of stand-alone comments, and/or track changes made to the present Worksheet.

...

¹² Alternatively you may find it more convenient to combine the recommendations that are campus-specific with those that concern the underlying planning process. In fact this was what was done in the case studies from San Diego State University and Gonzaga University.

4. SUGGESTED TABLE OF CONTENTS FOR ASSESSMENT REPORT

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| <u>Climate Action Planning at Campus, City, and Country Levels</u> | |
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| 4. <u>RECOMMENDATIONS</u> | |
| ANNEX (as needed) | |