

# TRANSPORTATION CHALLENGE

DRIVING YOUR CAMPUS TOWARD A TRANSPORTATION REVOLUTION  
**ONE GAS-GUZZLER AT A TIME**



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# TAKE ON THE TRANSPORTATION CHALLENGE!

This is an exciting time to launch a campaign that fights to stop global warming and break America's oil addiction. In fact, **by speeding down the road toward a clean energy future, you are joining thousands of other students in the most important work facing our generation.** By greening transportation on your campus, you are strengthening your community and contributing to an ecological U-turn that will help halt climate destabilization and put an end to wars for oil. You are a part of the solution!

## TRANSPORTATION CHALLENGE

The goal of the Transportation Challenge is to motivate universities, as well as local and state governments, to help us reduce our oil consumption and greenhouse gas emissions by cleaning up the way we move around. From ensuring that our universities' fleet vehicles are the cleanest on the road, to increasing the opportunities for biking, walking and mass transit, we can lead the way to a clean, safe future.

It will take the combined efforts of all our communities to show our local and

national politicians, the auto industry, and the rest of the world that the demand for greener transportation alternatives exists. If our campuses and cities invest in public transportation, bike infrastructure, and green cars, we can reduce our oil consumption and become models of transportation sustainability. As students, we can use our collective power to be a "green force" and convince every college and university administration in North America to clean up its fleet.

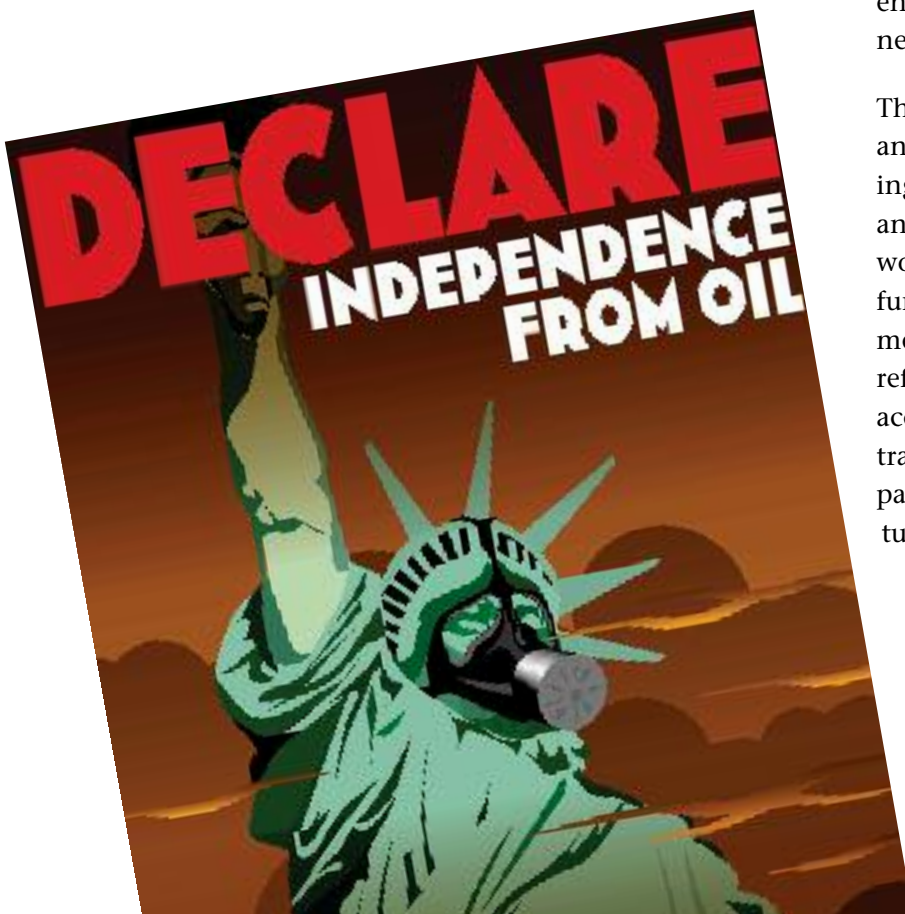
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### WHO ARE WE?

The Freedom from Oil Campaign is working to break America's oil addiction, stop oil wars, and slow global climate change by convincing the entire auto industry to dramatically improve

fuel efficiency and eliminate vehicle greenhouse-gas emissions. The auto industry must offer customers transportation choices that don't harm our health, heat our planet, destroy our environment, or send our friends and neighbors to war.

Through on- and off-campus activism and direct interventions, we are creating our vision of a green, renewable, and safe energy future. We envision a world with no gasoline stations, no oil-funded dictatorships, no oil wars, no melting glaciers, no rising sea levels, no refineries, and one where people have access to dramatically improved mass transit systems, beautiful walking paths, bicycle transportation infrastructure and zero-emission cars.



# WHY WE NEED GREENER TRANSPORTATION



Americans consume twenty-five percent of the world's petroleum even though we make up just five percent of the Earth's population.<sup>1</sup> Our oil addiction fuels climate change, affects the health of our communities, keeps us chained to despotic regimes, and drives us into wars for oil.

**ONE-THIRD  
OF U.S. GREEN  
HOUSE-GAS  
EMISSIONS  
COME FROM  
THE TRANS  
PORTATION  
SECTOR.**

One-third of U.S. greenhouse-gas emissions come from the transportation sector.<sup>2</sup> In fact, if the U.S. auto industry were a country, it would rank fifth among global warming polluters—just behind Japan and ahead of 188 other countries.

Did you know that, globally, American cars and pickup trucks are responsible for almost half of the greenhouse gases emitted by all automobiles?<sup>3</sup> Most of the smog pollution from our vehicles is

concentrated in high-density urban areas, and the burden of this pollution falls most heavily on low-income folks and communities of color.

The good news is that we have the technology, the know-how and the dedication to break the addiction and stop driving the planet toward climate chaos. We have the solutions now, but we urgently need the auto companies and decision-makers to implement them. That is where you come in.

### A TRACK RECORD OF SUCCESS

Campaigns that call on institutions to make their policies and their purchasing match modern values have a strong record of success.

Numerous campus environmental groups have succeeded in getting their university administrations to stop buying paper products that come from old-growth forests. Under pressure from students, many schools have agreed to “sweatshop-free” policies that ensure that the shirts and hats bearing university logos will not be made under abusive conditions. Sweatshop-free policies have since spread within city governments as well. Many universities now offer Fair Trade products on campus as a way to support small-scale farmers in the

Global South. The basic idea behind each of these campaigns is the same: **Our tax dollars and tuition money should not be spent on products that harm people or the planet.** Our campus policies should not reinforce practices that have created the climate crisis.

The plan is the same when it comes to tackling global warming, and many universities have taken the Challenge through clean transportation policies. Here are some highlights:

- The University of California adopted a comprehensive sustainable transportation policy in September 2005 that requires campuses to: establish benchmarks for reducing global warming emissions; evaluate monetary and environmental costs of petrol and make least-cost proposals for campus fleets; set goals for increasing low- and zero- emission vehicles in University fleets; and collect and interpret data to track progress.<sup>4</sup>
- The University of Minnesota has expanded its fleet of hybrid vehicles to 28 by adding twelve 2007 Toyota Priuses.<sup>5</sup>
- The University of Michigan has implemented the following student led initiatives: a commuter vanpool program; free bus passes for faculty and staff; B20 biodiesel for all busses and trucks; and an electric vehicles pilot program.<sup>6</sup>





**OUR TAX DOLLARS AND TUITION MONEY SHOULD NOT BE SPENT ON PRODUCTS THAT HARM PEOPLE OR THE PLANET.**

- Stanford University has a Campus Bike Shop that's been operating for over 60 years serving students, faculty, staff and the public! It provides quick and quality repairs and has a fleet of mountain, road and children's rental bikes (complete with a U-lock and helmet) that can be checked out for as little as 3 hours or up to a year. Their staff will check your air, loan you tools, offer repair classes and register the bike, and if your service needs are such that they can't provide on-the-spot or short-time turnaround, they offer you a free loaner bike!
- Oregon State University added six Toyota Prius hybrids and twelve flexible-fuel vehicles to their fleet. These cars are so popular with the staff that they are often difficult to reserve.<sup>7</sup>
- At Brown, Rutgers and University of Massachusetts in Boston, Zipcars are available on campus. Administrators are trying to solve traffic congestion, address the lack of parking, and reduce infrastructure costs.<sup>8</sup>



# CREATING A SUSTAINABLE TRANSPORTATION PROGRAM ON YOUR CAMPUS

When looking at what your campus can do to break oil addiction and join the fight against global warming, it's important to take a holistic look at all the different ways that people get around campus and try to make each one of them more sustainable. Below are some suggestions on how to get your campus moving sustainably, followed by a primer on alternative vehicle technologies, and finally our recommendations for three benchmark policy goal options. At the end of this guide is a complete policy template for you to fill out in order to get rocking.



**Walking** has always been one of the most sustainable transportation solutions, though often overlooked. How can your campus encourage people to put down their keys and lace up their walking shoes? Does your campus have walking paths? Is there affordable student housing close to campus that encourages walking commuters? These are questions that can get people to start the journey to a sustainable campus with their own two feet.

**Bicycles** are the best zero-emission vehicles, and one of the easiest ways to break your oil addiction. There are several ways that your campus can encourage bike transport. Bike lanes make biking safer and more enjoyable, and campus bicycle workshops provide easy access for students to fix flat tires or learn how to repair their bikes themselves. Other campuses offer free bike programs or shared community bicycle programs where students can check out a bike from depots around campus. It's time for the cycle-revolution.

**Public transportation** (even on diesel buses) is much more efficient than single-driver cars. Many people work too far from home to walk or ride their bikes, so providing frequent, free, and accessible mass transit options is essential. Every student should have a bus pass which provides unlimited free transit. Frequent shuttle service to locations around town can be a benefit of attending every college—and how about getting those shuttles to run on waste vegetable oil from the campus eatery?

Our campuses can offer options that help to reduce gasoline consumption, even if **personal cars and trucks** remain the primary mode of transport for some people, whether for convenience or out of necessity. Ride boards, car pool programs, car share programs, and incentives that provide premium parking spots for carpooling can help us reduce the number of miles driven on and off campus every year.

**University Fleet Purchasing** means asking your institutional fleet manager to buy the most fuel-efficient vehicles available on the market. Fleet purchasers can also demonstrate the demand for the cleanest alternatives by supporting initiatives that push automakers to develop and commercialize higher fuel-efficiency vehicles. Finally, fleet buyers can set a floor standard for the fuel economy of their vehicles at at least 40 miles per gallon and should adhere to best-practice standards by purchasing union-made vehicles whenever possible.

By greening your university's fleet, you can ensure that your tax dollars and tuition money promote smart choices; set an example for individual car and truck buyers; attract media attention and raise public awareness; show the power of the public purse; and eventually pressure the auto industry and the federal government to raise fuel economy standards, reduce greenhouse gas emissions, ensure fair labor practices, and promote ultra fuel-efficient vehicles.

# WHAT IS SUSTAINABLE TRANSPORTATION?

## ALTERNATIVE TRANSPORTATION TECHNOLOGIES

The technology to dramatically improve fuel efficiency and reduce the greenhouse-gas emissions of our vehicles already exists today. Our campuses can be the test ground for these new technologies, an educational arena for future buyers, and a leverage point to pressure the auto industry to provide cleaner alternatives.



### Electric Vehicles (EV)

The greatest advantage to the Electric Vehicle (EV) is that it has no gas tank; the only power for the car is its electric motor and a very large battery pack, which is plugged in to recharge. EVs, which were once sold in the United States, had a range of 80-100 miles, but advances in battery technology give the next wave of EVs up to a 300 mile range. Unfortunately, no major U.S.

auto manufacturer currently produces EVs, so Americans no longer have easy access to petroleum- and pollution-free cars.

[pluginamerica.com](http://pluginamerica.com)

[evworld.com](http://evworld.com)



### Plug-in Hybrids (PHEV)

Engineers estimate that with a plug-in hybrid electric vehicle (PHEV), an American driver could eliminate a whopping 85 percent of his or her gas consumption!ix A PHEV is more efficient than a regular hybrid due to a bigger battery pack and a plug, so the car can run on electricity from the grid or from rooftop solar power. With a plug-in hybrid (which uses a battery-powered all-electric motor for the first 30 to 60 miles), most American commuters would rarely, if ever, need to fill up with gasoline unless making a long trip. And even if we plug our cars into the existing electrical grid, we can achieve 50 percent greenhouse-gas reductions.x Of course, simultaneous work to green the

electricity grid can only make plug-ins cleaner. Oil unfortunately will always be toxic and carbon intensive.

PHEVs are currently only available through after-market conversions, although automakers have begun to murmur about production PHEVs. Consumers must keep the pressure on the industry to follow through with promises to mass-manufacture plug-in hybrids.

[www.calcars.org](http://www.calcars.org)

[www.pluginpartners.org](http://www.pluginpartners.org)

Hybrid electric vehicles are only a first step towards a more fuel-efficient fleet of vehicles. Hybrids use an electric motor and large battery to capture and store energy that is normally lost in inefficient gasoline engines. Although hybrids have become the most popular green vehicle on the road today, automakers have the ability to double the fuel economy of these cars simply by adding a plug. As institutional fleets

are increasingly being converted over to hybrids, fleet purchasers should be demanding even better options.

Keep up with hybrid developments at [www.hybridcars.com/](http://www.hybridcars.com/)

Union of Concerned Scientists  
[hybridcenter.org](http://hybridcenter.org).



### Hybrids

An ordinary diesel engine, like the one in a Volkswagen or a Jeep Liberty, is already equipped to run on biodiesel, a renewable and biodegradable version of diesel fuel made from biomass such as vegetable oils, animal fats, or algae.

Biodiesel can produce fewer global warming emissions and less air pollution than regular diesel and can help reduce our dependence on petroleum.

While there are promising developments of small-scale, local, sustainable biofuels economies, these efforts are dwarfed by the dizzying pace of corporate-controlled large-scale plans for the expansion of agrifuels. The agribusiness and oil companies racing to exploit the biofuels market are counting on consumers' continued belief in the simple myth of the biofuels solution. So make sure you know the facts: Agrifuels are not necessarily low-emissions when pro-

duction is included in the equation. Agrifuels are linked to deforestation and human rights abuses. And agrifuels put the service station in competition with the supermarket.

On a small scale, however, local biodiesel production can be an easy and effective beginning for a transportation revolution on campus. Educate yourself to make sure that your campus is choosing sustainable sources!

Learn more at [biodiesel.org](http://biodiesel.org)...and [biodieselamerica.org/index.php](http://biodieselamerica.org/index.php)

...and at the Berkeley Biodiesel Collective [berkeleybiodiesel.org/](http://berkeleybiodiesel.org/)



### Biodiesel

## TRANSPORTATION CHALLENGE

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### Vegetable Oil

Run your car on French fry oil?! Used or new vegetable oil is for more than just cooking; it's also a biofuel that is gaining national grassroots support. Diesel engines can run on straight vegetable oil with a modification kit, which retails for \$600-\$1000.

Diesel engines running on veggie oil produce less air pollution and help reduce our dependence on petroleum. Used, filtered fryer oil is an even better option, eliminating the dumping of

waste frying oil. The drawback is volume—used veggie oil is free and plentiful right now, but it is in fact a limited resource. As the current grassroots demand grows and shifts toward mainstream usage, we could soon experience “Peak Veggie Oil.”

Here is one source for the kit:

**[greasel.com](http://greasel.com)**

Join the Good Grease online community at **[goodgrease.com](http://goodgrease.com)**



### Ethanol and Hydrogen Fuel Cells

We do not consider other technologies like ethanol and hydrogen fuel cells viable near-term solutions –find out why by visiting

**[freedomfromoil.org/alternatives](http://freedomfromoil.org/alternatives)**

This Menu is a set of suggestions for how to create a sustainable transportation program on your campus, intended as a starting point rather than an exhaustive list. Look around and get creative! You have the tools to determine what sustainable transportation should look like on your campus.



## I. GREEN FLEET

We can show the automakers that demand for green vehicles exists by getting our campuses to commit to purchasing and leasing only the most fuel-efficient cars and trucks available. If we get every college and university in North America to agree to green their fleets, we can send a signal to the automakers that there is a demand for vehicles that don't contribute to global warming and war. That will help jumpstart new production of fuel-efficient cars and trucks.

**A. Clean Fleet:** First, reduce the fleet size. Eliminate all unnecessary vehicles in the fleet by assessing how often they are driven and what purpose each vehicle serves. Then replace all utilized vehicles in the University fleet with the cleanest obtainable vehicles. We recommend campuses choose new vehicles in this order of ecological preference:

- ▶ All-electric (charged by renewable sources, such as rooftop solar, if possible)
- ▶ Biodiesel (locally produced from waste grease or veggie oil)
- ▶ Neighborhood Electric Vehicles for limited speed, on-campus use, such as grounds keeping and maintenance vehicles.
- ▶ Hybrid
- ▶ Plug-in hybrid (charged by renewable sources with back-up waste bio-diesel instead of gasoline) See Appendix C: "Plug-In Hybrid Campaign Plan: Campuses."
- ▶ Lighter more fuel efficient vehicles.

# THE SUSTAINABLE TRANSPORTATION INITIATIVE MENU

**JUST PURCHASING**

**ENSURE FAIR LABOR PRACTICES BY ASKING FLEET PROCURERS TO PRIORITIZE THE PURCHASE OF UNION-MADE VEHICLES WHENEVER POSSIBLE. A SUSTAINABLE PURCHASING POLICY MUST PROTECT BOTH WORKERS AND THE ENVIRONMENT.**



**B. Efficient Fleet:** Set and achieve an average fuel efficiency of 40 mpg at a minimum (55mpg would set your campus on a more ambitious but still feasible track) for the campus vehicle fleet. Experts believe that if the nation begins to phase in the 40 mpg fuel-efficiency requirement by 2009, and has it fully in place by 2018, average fuel consumption for cars and trucks could be reduced 20 percent by 2020, reversing the fuel consumption trends of the last few decades.<sup>11</sup> Challenge your campus to set goals that beat the minimum goal as new technologies become available!

**C. Demonstration Project:** Do one or more of the following:

- ▶ Retrofit one or more of the vehicles in the fleet to run on biodiesel.
- ▶ Get the appropriate department to sponsor an alternative vehicle competition. For example, turn a gasoline-powered vehicle or conventional hybrid or into a plug-in hybrid vehicle!<sup>12</sup>
- ▶ Get the school to install a solar carport and buy all-electric or plug-in hybrid electric vehicles to demonstrate the full benefits of all-renewable vehicle charging.
- ▶ Replace tires on fleet vehicles with energy efficient tires.

## II. LOW-EMISSION MOBILITY

We need mobility, but never bargained for the side affects that come with individual vehicle transportation. We can create policies, incentives, and infrastructure that get people out of their vehicles and into shared rides, mass transit, and onto bicycles. Decreasing the number of vehicle miles that Americans drive every year is another way to tackle global warming emissions.

Choose the most appropriate for your campus.

### A. Carpooling

- ▶ Incentives for carpoolers, such as free parking, or reserved sites
- ▶ A carpoolers' ride board (where carpoolers can find others living nearby)
- ▶ Car sharing programs such as Zipcar or Flexcar on campus

### B. Mass Transit

- ▶ Free or subsidized public transport passes
- ▶ Guaranteed ride home program for those who take public transport

### C. Biking and Walking

- ▶ Improve the safety of bike lanes on campus (i.e. lighting and security)
- ▶ More bike lanes on and around campus
- ▶ More covered bike lock-ups
- ▶ Bike workshop where riders have access to tools and can repair their bikes
- ▶ Free or rental bikes for use on campus (i.e. bikes painted a certain color to indicate that they are for communal use)
- ▶ Bike racks on campus shuttles
- ▶ Encourage pedestrian and bike traffic when redesigning sites

### D. Low-traffic campus design

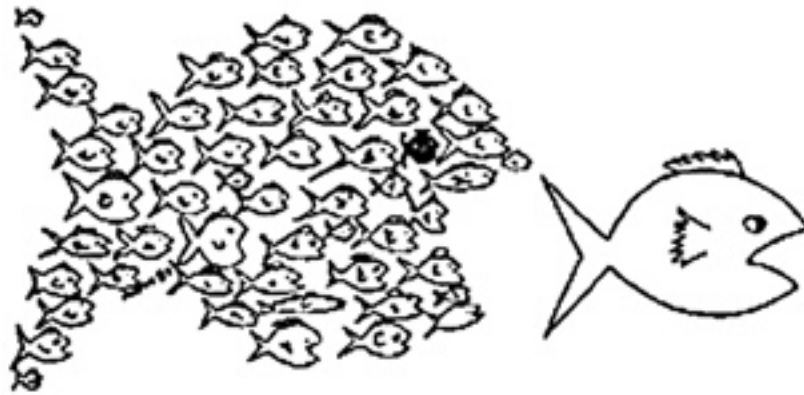
- ▶ Encourage on-campus housing to reduce commuting
- ▶ Create car-free zones on campus
- ▶ Provide shuttles around campus, which coordinate with local trains and buses

### E. And More...

- ▶ Create an Alternative Transportation Officer position on staff
- ▶ Priority parking for clean cars
- ▶ Other incentives for using mass transit, biking, carpooling or walking (i.e. discounts on meal plans, higher parking fees)



**BENCHMARK POLICY GOALS**



# **ORGANIZE!**

**Bronze standard “The Carpool”**

The University will implement at least one initiative on the Sustainable Transportation Program Menu by next year—for example, sponsoring an electric vehicle or biodiesel demonstration project.

**Silver standard “The Bus Pass”**

Implement at least one initiative from the menu by next year, and commit to achieving the Green Fleet standards by a set date. For example, your university could provide a free bus pass to all students and commit to meeting a Green Fleet standard of 55 mpg by 2010.

**Gold standard “Critical Mass”**

Implement at least one initiative from the menu by next year. Set a timeline to achieve the Green Fleet standard. Commit to a plan to reduce individual trips to and from campus by a set date, utilizing one of the Low-Emission Mobility initiatives. For example, your university would pass a Sustainable Transportation policy that includes a commitment to meet a Green Fleet standard of 55 mpg by 2010, a plan for comprehensive incentives for biking and mass transit to decrease trips to and from campus, and a program to increase on-campus housing to reduce commuting.



Check out three of the amazing campus programs that are happening across Canada and the United States to end our oil addiction and save the planet.

## 1. UNIVERSITY OF BRITISH COLUMBIA- A COMPREHENSIVE TOOLBOX OF TRANSPORTATION OPTIONS

The U-TREK program at the University of British Columbia at Vancouver is a unified transit approach designed to create a more balanced transportation system, reduce automobile dependency, and reduce the forces that encourage urban sprawl.

The U-TREK program includes: a UPASS with unlimited pre-paid transit service for all students and discounted passes for staff; more frequent transit service to campus and a campus shuttle bus system; ride-matching programs and preferential parking for car/van pools; improved bicycling and pedestrian facilities including more shower and locker facilities, an on-site bike workshop, a free-bike program and covered bike racks; an informational marketing campaign to encourage use of alternative modes of transportation to campus; and programs to coordinate and manage freight deliveries to campus.

Costs for the U-PASS program are included in student tuition and rate increases are voted on by the student government. Current costs are around \$80 per student per year.

The U-TREK program has been extraordinarily successful on all counts. Transit ridership has skyrocketed. More people arrive on campus via transit than any other mode of transportation. Single occupant-vehicle trips have decreased and there has been an overall drop-off in vehicle traffic to campus. For more information, see [www.trek.ubc.ca/](http://www.trek.ubc.ca/).

CAMPUS EXAMPLES





## 2. UNC CHAPEL HILL

### Free Bussing

Chapel Hill and Carrboro have among the highest per capita bus ridership in the country. Community wide fare-free transit was introduced in January 2002 and has increased ridership by more than 60 percent, particularly among students. UNC is the largest funder of Chapel Hill Transit, contributing \$4.7 million to the system's budget in 2004.<sup>13</sup> All Chapel Hill Transit buses are equipped with bicycle racks, making it easier for commuters to mix their transportation modes during the day. Three of them will soon be gas-electric hybrids.<sup>14</sup>

### Park-and-Ride Lots

Park-and-ride lots are now available on all but one major approach to campus. This system has significantly reduced traffic and congestion in Chapel Hill and reduced the need to use treasured space on campus and in downtown Chapel Hill for parking lots.

### Car Share Programs

Car-sharing programs make cars available at convenient locations throughout campus that can be checked out by the hour. An electronic reservation system

and swipe cards programmed to unlock a vehicle at the time of your appointment make the system easy to use. At UNC, faculty, staff, students (over 21 years old), and departments can join Zipcar (one of many car share programs in the US) for only \$20/year with no application fee, no monthly minimum, no security deposit! Since owning and maintaining a vehicle costs \$7,000/year on average, car-sharing saves drivers both time and money! For more information see [www.carsharing.net](http://www.carsharing.net).

## 3. UNIVERSITY OF CALIFORNIA SYSTEM

The University of California adopted a comprehensive sustainable transportation policy in September 2005 that requires campuses to: establish benchmarks for reducing global warming emissions; evaluate monetary and environmental cost of petrol and make least cost proposals for campus fleets; set goals for increasing low- and zero-emission vehicles in the University fleets; and collect and interpret data to track progress.<sup>15</sup> Since then, campuses throughout the UC system have implemented cutting-edge programs to cut emissions from campus transportation, including a Neighborhood Electric Vehicle Fleet at the University of California at San Diego, a Bike Shuttle Program at the University of California Santa Cruz, and a community bike program (Red Bike) at California State University at Fresno.

For more information, see [www.ucop.edu/sustainability/transportation/](http://www.ucop.edu/sustainability/transportation/)



# ROAD TO RECOVERY - HOW TO RUN A CAMPAIGN

## STAGE ONE- RESEARCH, GROUP BUILDING AND COALITIONS

Get all the facts. Begin your campaign by researching the impacts of oil consumption and possible alternatives. Determine what your campus fleet, bike, and mass transportation policies currently are.

If you find out that your college has no bike programs, bus passes, or explicit commitment to buy the most fuel-efficient vehicles available—and if administrators will not agree to change the school's policy when you ask politely—then quickly start building a Sustainable Transportation coalition.



- 1. EDUCATE YOURSELF-** Read the Resources Section of this Toolkit.
- 2. RESEARCH** the vehicle purchasing procedures of your university, including which department makes the purchase—often the Facilities Department—who oversees fleet management, his/her supervisor, and any existing environmental agreements or policies relevant to this proposal.
- 3. SET-UP A MEETING** with the fleet purchaser(s) or manager(s) to learn about your campus's fleet and the purchasing process, including whether there are existing contracts with particular automakers. Does the university lease or buy vehicles?
- 4. IF YOU ARE WORKING ON PUBLIC TRANSIT, OR A BIKE CAMPAIGN,** you will need to find out which department is responsible, i.e. Student Services.
- 5. WHILE WORKING WITH THE ADMINISTRATION** it is also important to start building initial support from the student body.
- 6. AT THIS POINT, YOU MAY HAVE AN EASY VICTORY.** The right administrator may be sympathetic and agree to change the university's purchasing policies or become an important ally in convincing other administrators.
- 7. IF IT ISN'T THAT EASY,** start more intensive grassroots organizing: Use class presentations, tabling, teach-ins, petitioning and other recruitment strategies to build a group to work on the campaign with you.
- 8. RECRUIT YOUNGER ACTIVISTS** and include them in the meetings to make it clear the issue won't go away after this semester.
- 9. CONTACT ENVIRONMENTAL GROUPS, PEACE ORGANIZATIONS AND OTHER POTENTIAL ALLIES** to build a coalition and access resources, training and support for the campaign.
- 10. GATHER SUPPORTERS AND COALITION PARTNERS** to discuss goals and objectives, set meeting times, and divide tasks and responsibilities.



## HERE ARE SOME RESEARCH QUESTIONS TO CONSIDER-

- ▶ Which person buys the vehicles your university uses?
- ▶ What types of vehicles (cars, trucks, vans) does your university use? How many of each type?
- ▶ Who manufactures the vehicles (GM, Ford, Toyota)?
- ▶ Does the university have a contract with a particular company?
- ▶ Do they have a competitive bidding or other process to determine which vehicles they buy?
- ▶ Does the university buy or lease, or a combination of the two?
- ▶ What is the vehicle life span? How often do they buy new vehicles?
- ▶ What is the primary use of the various vehicles they purchase?
- ▶ Are all the vehicles purchased through the same department (i.e. Facilities), or do various departments make their own purchasing decisions?
- ▶ Who runs the buses that run to and from campus? Is it a private company or public transit? Does the school have a contract with this operator?
- ▶ Which department is responsible for bike and walking paths on campus?
- ▶ Does the school own property around the campus in zones where students travel to and from classes?
- ▶ Where does funding for bike parking and bike/walking pathways come from?



## JUST A NOTE-

**REMEMBER TO RESEARCH WHETHER YOUR UNIVERSITY HAS SIGNED ANY ENVIRONMENTAL DECLARATIONS OR POLICIES, SUCH AS THE TALLOIRES DECLARATION OR THE PRESIDENTS' CLIMATE COMMITMENT, HISTORIC AGREEMENTS SIGNED BY PRESIDENTS OF UNIVERSITIES AROUND THE WORLD THAT CALL FOR HIGHER EDUCATION INSTITUTIONS TO PAVE THE WAY IN SUSTAINABILITY EDUCATION, RESEARCH AND PRACTICE AND ADDRESS CLIMATE CHANGE. IF YOUR UNIVERSITY ALREADY HAS AN EXPLICIT COMMITMENT TO ENVIRONMENTAL STEWARDSHIP, YOU CAN USE THAT AS PART OF YOUR ARGUMENT FOR WHY THE SCHOOL SHOULD GREEN ITS FLEET. CONSIDER RIVAL SCHOOLS OR OTHER NEARBY UNIVERSITIES. PLAY OFF THE COMPETITION AMONGST UNIVERSITIES FOR PRESTIGE AND INNOVATION.**

### GETTING THE WORD OUT

**Recruitment:** You can begin recruiting through public education events that will grab people's attention and spur them to become active in the campaign. Set up a table at a highly trafficked spot on campus with some eye-catching props and visuals and pass out attractive fliers with information about the campaign and ways to contact you. Make sure you always have a sign-up sheet on hand.

**Petition:** Write up a short and clear description of what you want, with space for people to sign their names, emails, and phone numbers. When you have an impressive number of signatures, send it to the decision-makers.

**Education:** Talk with professors about doing classroom presentations. You can also deliver "class raps" in all of your classes, either before the professor comes in or with his or her permission during the class. Tell people what your goal is and when your meetings and information sessions are. Always be sure to pass around a sign up sheet and other materials you've generated.

**Think outside the quad.** Show up in academic lounges such as environmental studies, health sciences and engineering, or centers for faith-based groups.

**Remember this:** People like being part of real solutions that will contribute to important change!

### THE BEAUTY OF WORKING IN A COALITION

The first rule of political organizing is to unite your friends. Community support gives you moral and political clout in lobbying for your proposal. A policy proposal that has the proven support of a wide array of campus and community groups and individuals cannot be ignored.

What other groups might want to get involved? Are there environmental clubs you should be working with? Campus peace groups concerned about our dependence on oil? Faith-based groups worried about the destruction of our ecological inheritance?

Community groups in the surrounding area working on the same issues at the municipal level? Find these folks, meet with them to explain your goals, and find ways to work together.

Once a coalition is formed, schedule a meeting with all the partners to discuss what each group has to offer and be clear about how much each group is willing to commit to the campaign.

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## STAGE TWO- MAKING A CAMPAIGN PLAN AND BUILDING YOUR MOVEMENT

Amplify and broaden your campaign to get your proposal passed. You'll probably need some numbers, so start talking to people.

- 11. CREATE A DETAILED CAMPAIGN PLAN** and timeline.
- 12. DEVELOP A POWER MAP TO IDENTIFY KEY TARGETS**, influential constituencies, strategies and objectives. Map out who you need on your side to demonstrate community support for your plan. What groups of people are good levers for getting administrators to budge on their position?
- 13. WORK WITH THE STUDENT GOVERNMENT** to pass a resolution calling for the university to adopt a Sustainable Transportation policy (see sample resolution in Appendix B).
- 14. REACH OUT** to faculty, staff, and parents of students, alumni and community groups to write letters of support for the resolution to key administrators. Find a friendly faculty member to circulate a sign-on letter among professors to echo your demands. Do the same with staff, trustees, and local community members. You may want to collect and deliver all the letters yourself to be sure they get there.
- 15. GET PUBLICITY!** This could be in the form of articles in campus and local press, letters to the editor, paid ads, public service announcements, chalking, pamphlets, posters, speakers, demonstrations and non-violent direct actions.

**Here's the news:** Getting campus and local publicity for the campaign is hugely important for educating the public about the problem of our oil dependence, and the solutions that exist. Positive publicity will build support for the campaign while putting pressure on the administration to create a Green Fleets policy.

**So how can you get some stories in the campus and local press?**

Hosting a speaker or organizing a teach-in about the dangers of climate destabilization and oil addiction is one way of getting media attention. So are demonstrations and other eye-catching events. Work with community members and faculty to organize a plug-in hybrid demonstration day to showcase solutions. Create an art installation that illustrates the dangers of our oil dependence. Develop some kind of street theater or performance about our oil addiction. Host a screening of the movie, "Who Killed the Electric Car?"

Every time you reach a new campaign milestone, alert the campus and local media. When the student government passes a resolution supporting Green Fleets, send out a press release. After the faculty association endorses the Transportation Challenge, send out a press release. As soon as you have gathered an impressive number of signatures on your petition (500, 1000, 1500), send out a press release.

Whenever you speak with the media, be sure that you have practiced your talking points. Be clear in communicating strong, clear and consistent messages. (Some suggested talking points are in the Resources section, as are some tips on doing media work.)

The more your campaign is in the public eye, the greater your chance of success.



## STAGE THREE- GETTING THE POLICY PASSED LOBBYING AND DEVELOPING THE POLICY WITH ADMINISTRATORS

Still no policy? Well, it may be time to turn up the heat. Having researched university procedures in Stage One, you should be prepared to make those procedures work for you.

- ▶ Write a formal Sustainable Transportation proposal with a resolution, a rationale and references for administrators.

ment, showcase your efforts, and create public awareness (which may help hold the administration accountable).
- ▶ Prioritize administrators that have the power to make policy changes. Demand meetings with them to share your proposal and start working out a concrete plan. Be proactive. If they don't return calls or stall a meeting, don't give up. Keep demanding to meet with them.

It's best not to press your policy at the heart of the administration until you are ready. You need to have your support, your facts, and a solid policy proposal in your back pocket before you get into the meeting. Confidence in presenting the proposal will come with how much you have done up to this point.
- ▶ Raise the stakes. If you get stalled or refused, organize a demonstration or media event.

When you have a strong, clear proposal, present it to the administration. Your proposal should be largely based on the resolution you offered to the student government.
- ▶ Make strategic, not sacrificial compromises in negotiations. Keep your goal in mind, and call on experienced activists for advice if you're not sure.

Then ask to meet with the key decision-makers at your school. Prioritize your targets:

  - a. Decision maker(s) or fleet purchaser(s);
  - b. His or her supervisor;
  - c. Administrators (i.e. Vice President of Procurement, Executive Vice President, or President)
  - d. Board of Directors or governing body of the university.
- ▶ Victory: The University agrees to a Sustainable Transportation policy! Work with administrators to develop and implement the policy and set up a monitoring team to make sure the school follows through.
- ▶ Follow up: make sure to publicize your success. Hold a joint press conference with the administration. This is a great opportunity to "reward" the administration for its commit-

**OH YEAH,  
AND WHY  
NOT THROW  
A PARTY?  
YOU DESERVE  
IT AFTER  
ALL THAT  
HARD WORK.**

If somebody in the bureaucracy doesn't respond, contact his or her supervisor. If the staff isn't responding, contact the administration. Request meetings throughout the administration hierarchy. At different points, you'll find champions for your cause—folks who really care about this issue and can help it along.

Most importantly, be proactive. If someone doesn't return your phone call, keep trying. Persistence pays off. It is in the best interest of the administrators to speak with you because they want to do what's right and not appear uncaring. If you don't receive a meeting—or if you do meet with administrators but are met with an unfavorable response to your proposal—then it is time to build added pressure. After the meeting send a quick thank you note—use this as an opportunity to restate the importance of a Sustainable Transportation policy.

### **And if you need to raise the stakes...**

You can turn a lack of positive response into media attention. Send out a press release saying the administration is refusing to help break America's oil addiction. Organize a big demonstration in front of the administration office. If the administration is especially resistant, stage a sit-in at their offices. New pressure will bring more people to the campaign and help the administration to change its mind.

### **If You Must, Compromise**

Administrators may say that 40 mpg is too strict a standard, or that the implementation time is too short. If compromise is necessary, make sure it is something you can live with, not a compromise that guts the entire policy. Make strategic—not sacrificial—compromises in negotiations. For example, it may be smarter to stick with the highest fuel economy standard you can and surrender a little on implementation time so that, in the long run, you will achieve greater reductions in fuel use and CO<sub>2</sub> emissions.

### **You've won!**

Once you have a public commitment from the administration to adopt a Sustainable Transportation policy, you have to ensure that the policy is actually put in place.

Maintain your relationship with fleet managers after the campaign. Continue to bring new, younger students into the campaign and have them take ownership of the issue. Because this campaign affects long-term purchases, make sure it will not be forgotten in a year. And don't forget that technology is always improving, so keep pushing for higher standards as cleaner options become available.

Oh yeah, and why not throw a party? You deserve it after all that hard work.



# RESOURCES NEED MORE INFORMATION?

Basic background information about the dangers of our oil dependence and the threats of climate destabilization is available online. Individual fact sheets on some of the technological solutions that exist, such as plug-in hybrids and biodiesel, are available for download on our website.

For more detailed information, email Jodie ([jodie@ran.org](mailto:jodie@ran.org)) or Nick ([nick@globalexchange.org](mailto:nick@globalexchange.org)) or visit these websites:

[freedomfromoil.org](http://freedomfromoil.org)  
[globalexchange.org/oil](http://globalexchange.org/oil)  
[ran.org/what\\_we\\_do/freedom\\_from\\_oil](http://ran.org/what_we_do/freedom_from_oil)  
[www.seac.org](http://www.seac.org)  
[www.nrdc.org](http://www.nrdc.org)  
[www.sierraclub.org](http://www.sierraclub.org)  
[www.ucsusa.org](http://www.ucsusa.org)  
[climatechallenge.org/](http://climatechallenge.org/)

## TALKING POINTS

Here are some sound bytes you can use when you only have 30-seconds to communicate to someone what the Transportation Challenge is all about.

### **Key Message:**

The Transportation Challenge commits institutions to providing clean, affordable, accessible transportation alternatives. Where motorized vehicles are necessary, fleet procurers can save money, curb global warming and reduce the country's dependence on oil by raising the fuel economy of the fleet.

### **WE NEED OUR SCHOOLS TO PROVIDE POLLUTION-FREE, EMISSION-FREE TRANSPORTATION ALTERNATIVES**

Our primary transit options on campus must be the cleanest, most affordable choices: walking, biking and bussing. The school can secure these options by providing good walking paths, bike routes and an affordable bus program on and around campus.

### **WE CAN CUT COSTS WITH CLEAN CARS!**

If we increase the fuel economy of our vehicle fleets, less of our tuition money will be spent at the gas pump. Cutting fuel costs with cleaner cars is good for the budget, taxpayers and students.

### **UNIVERSITIES MUST LEAD THE WAY IN REDUCING OIL CONSUMPTION**

The technology exists today to raise average fuel economy to 40 miles per gallon. 40 mpg would reduce global warming emissions by 106 million tons and create more than 160,000 new jobs. With new technologies such as plug-in hybrids we can get even more miles to the gallon and dramatically slash our emissions.

### **WITH CLEAN ALTERNATIVES WE CAN STOP GLOBAL WARMING**

By selecting fuel-efficient models and electric alternatives to gas-guzzling trucks and SUVs, we can cut unnecessary oil consumption and reduce the amount of global warming pollution we spew from our tailpipes.

### **ENDING THE ADDICTION PROTECTS COMMUNITIES AND WORKERS**

Reducing our dependence on oil helps reduce oil-related conflicts and human rights abuses that result from the extraction, refinement and transport of oil. Additionally, it helps those most vulnerable in this country by creating a sustainable green job market and limiting the presence of pollution-causing refineries.

**Questions to Ask, Points to Keep in Mind**

- ▶ Does the policy include a long term, measurable target for reducing oil consumption (<<xx%>> total reduction by <<xxxx>> year)?
- ▶ Does it include incremental marker goals? For example: “not less than <<xx%>> reduction/year.
- ▶ Does it include benchmarks for fleet transition? By the end of <<xxxx>> year, at least <<xx>>% of new vehicles purchased each year will be electric, plug-in hybrid, conventional hybrid, or run on waste veggie oil.
- ▶ Does the policy prioritize components that will reduce the amount of car/vehicle traffic on campus?
- ▶ Does the policy altogether eliminate purchasing of certain types of vehicles (e.g., SUVs, gas-guzzling trucks, etc.)?
- ▶ Are you aware of the false promises of alternative fuels? Don’t forget that not all are good; some require very high energy output to produce. Require that alternative fuels meet a sustainability standard before considering them a solution.
- ▶ Will your university demonstrate its commitment publicly via events, displays, student and staff education programs, media releases, efforts to educate other colleges and universities, letters to the major auto manufactures and oil companies, etc.?
- ▶ Does the process require that research and planning work be done by staff, not students? Students shouldn’t have to take time from their classes to do unpaid work assisting campus staff. If more staff or more professional expertise is needed to do the planning work, then allocate money to hire people to do this work.
- ▶ Does the policy require a campus-wide referendum with at 60 percent “yes” vote to reverse the policy once it’s in place?
- ▶ Does it require that an annual report on progress be published in the school newspaper and sent to all student groups and student government, or some other form of public accountability?

APPENDIX A

**SAMPLE SUSTAINABLE TRANSPORTATION PROPOSAL**

**SAMPLE PROPOSAL FOR <<YOUR UNIVERSITY>> TO ADOPT A SUSTAINABLE TRANSPORTATION POLICY**

Date:

To:

From:

**SUMMARY:**

In order to both stabilize and reduce its energy costs, and to take leadership in averting the worst effects of global warming, the University should adopt a plan to reduce its greenhouse-gas pollution to as close to zero as possible.

We propose that <<YOUR UNIVERSITY>> start on this path by adopting a <<GOLD, SILVER, OR BRONZE>> Standard Sustainable Transportation Policy, which would involve <<FILL IN THE DETAILS.>> We think this is the most ambitious goal that we can realistically implement by the end of the school year.

We also recommend that the University initiate a process to adopt a long range plan to reduce the University’s global-warming pollution to zero, through a campus-wide inventory of its global-warming pollution and a report outlining the steps and timeline needed to go greenhouse gas-free.

**PROBLEM**

The effects of global warming are by now well known. The early effects of global warming, such as higher average temperatures, glacial retreat, and the increased incidence of extreme weather, are already in evidence.

More serious effects, such as species extinction and large-scale ecological disruption, are yet to come, but could be averted if we take action now. Global warming pollution from the burning of fossil fuels—about a third of which originate from transportation—is the primary contributor to global warming. Therefore, reducing our use of fossil fuels is the most important step we can take right now to actively work against global warming.

In addition, the cost of using fossil fuels is on the rise. <<YOUR UNIVERSITY>> currently spends <<\$XX>> each year on energy costs, a <<XX%>> increase from just <<XX>> years ago, which is projected to increase by an additional <<XX%>> over the next <<XX>> years. The retail price of gasoline continues to rise. With worldwide demand for oil rising and future oil and other fossil fuel resources uncertain, experts predict the price of oil to rise even further.<sup>16</sup>

<<YOUR UNIVERSITY’S>> financial self-interest involves becoming independent from fossil fuels as an energy source. And, as a public institution devoted to teaching the state’s next generation of leaders and developing solutions to society’s most pressing problems, <<YOUR UNIVERSITY>> can and should provide leadership in implementing global warming solutions.

**SOLUTION**

The long-term solution to the problem is to reduce our global warming pollution as close to zero as possible, through an integrated strategy of increasing our use of clean energy sources such as wind and solar power, and reducing our overall use of energy through greater efficiency and conservation.

A Sustainable Transportation Policy is a key way for the <<YOUR UNIVERSITY>> to begin the process of reducing its global warming pollution. A Sustainable Transportation Policy is a commitment from the University to do something to improve transportation solutions for staff and students. An ideal policy would a) cover both the campus fleet and commuter solutions for staff and students, b) achieve measurable results by the end of year one, and c) start planning comprehensively for the future. A list of suggested initiatives is at the end of this document (the Transportation Initiative Menu).

The University stands to profit financially from improvements to its fleet: Hybrid vehicles already save their drivers significant amounts of money at the pump, and this benefit will increase if fuel costs rise further.<sup>17</sup> Oil savings can be particularly significant for high-mileage vehicles such as shuttles and buses, as these types of vehicles consume a lot of fuel.<sup>18</sup> Improvements to campus commuting can lead to substantial savings by reducing the need to build additional parking structures,<sup>xix</sup> and can also lead to a reduction in global-warming pollution and improvements to air quality and campus amenity.

There are three policy standards to choose from:

**Bronze standard “The Carpool”**

- ▶ Implement at least one initiative from the Sustainable Transportation Program Menu by next year.
- ▶ Purchase union-made vehicles whenever possible.

**Silver standard “The Bus Pass”**

- ▶ Implement at least one initiative from the Sustainable Transportation Program Menu by next year.

- ▶ Commit to achieving either the Green Fleet standards by a set date.
- ▶ Purchase union-made vehicles whenever possible.

**Gold standard “Critical Mass”**

- ▶ Implement at least one initiative from the Sustainable Transportation Program Menu by next year.
- ▶ Commit to a plan to reduce individual trips to and from campus by a set date
- ▶ Commit to achieve the Green Fleet standard by a set date.
- ▶ Purchase union-made vehicles whenever possible.

**Many universities have already begun to tackle global warming through Sustainable Transportation Policies. Some examples are:**

- ▶ The University of California adopted a comprehensive sustainable transportation policy in September 2005 that requires campuses to: establish benchmarks for reducing global warming emissions; evaluate monetary and environmental cost of petrol and make least cost proposals for campus fleets; set goals for increasing low and zero emission vehicles in the University fleets; and collect and interpret data to track progress.<sup>20</sup>
- ▶ The University of Minnesota has expanded its fleet of hybrid vehicles to 28 by adding twelve 2007 Toyota Priuses.<sup>21</sup>
- ▶ The University of Michigan has implemented the following student led initiatives: a commuter vanpool program; free bus passes for faculty percent staff; all busses and trucks run on B20 biodiesel; and an electric vehicles pilot program.<sup>22</sup>
- ▶ Stanford University has a Campus Bike Shop that’s been operating for over 60 years serving students, faculty, staff and the public! It provides quick and quality repairs and has a fleet of mountain, road and children’s rental bikes (complete with a U-lock and helmet) that can be checked out for as little as three hours or up to a year. The staff will check your air,

loan you tools, offer repair classes and register the bike, and if your service needs are such that they can't provide on-the-spot or fast turn-around, they offer you a free loaner bike!

- ▶ Oregon State University added six Toyota Prius hybrids and 12 flexible fuel vehicles that can run on regular fuel or a mixture of up to 85 percent ethanol fuel. These cars are so popular with the staff that they are often difficult to reserve.<sup>23</sup>
- ▶ At Brown, Rutgers and University of Massachusetts Boston, Zipcars are available on campus. Administrators are trying to solve traffic congestion, address the lack of parking, and reduce infrastructure costs.<sup>24</sup>

### OUR PROPOSAL

We propose that <<YOUR UNIVERSITY>> start on the path to zero emissions by adopting a <<GOLD, SILVER, OR BRONZE>> Standard Sustainable Transportation Policy, which would involve <<FILL IN THE DETAILS.>> We are advocating for the <<GOLD, SILVER, OR BRONZE>> standard because we believe that it is both sufficiently realistic and ambitious. Whichever policy <<YOUR UNIVERSITY>> decides to adopt, it should satisfy the following general criteria:

- 1. The target we commit to should be the most ambitious that it is feasible for <<YOUR UNIVERSITY>> to achieve by the end of this school year.**
- 2. Reduce transport based emissions now.** The policy should move <<YOUR UNIVERSITY>> to cleaner transport solutions starting in the next academic year, regardless of what the long term plans are.

**3. Involve students, but the bottom-line responsibility for executing the policy should rest with University facilities staff.** If possible, students should be involved in the University plan to move to cleaner transportation. (For example, students could be involved in organizing bicycle breakfasts, carpool competitions, etc). This will teach a conservation ethic as well as achieve actual emission reduction.

**4. Funds for clean transport should come from the existing energy budget whenever possible.** There are many options open for funding this type of project. However, funding should come from current transport allocations and sources to the maximum extent possible, reflecting <<YOUR UNIVERSITY'S>> commitment to make efficiency an institutionalized part of its ongoing transportation planning.

**5. If funding for clean transport must come from student fees, the process of adopting the plan should be democratic and the funds from student fees student controlled.** Any decision to use student fees to supplement the funding for clean transport should preferably come via the approval of the student body through a campus-wide referendum. Referendums have been held at Evergreen State College in Washington, Central Oregon Community College and many other schools to verify the approval of the student body before instituting student fees for renewable energy purchases.

**6. Initiate a parallel process to adopt a long-range plan to reduce the University's global warming pollution to zero or as close to zero as possible.**



Although this process should not hold up the immediate adoption of transport initiatives, we recommend that the University do a campus-wide inventory of its global-warming pollution and issue a report outlining the steps and timeline needed to become climate neutral. The organization Clean Air-Cool Planet has excellent resources to help universities begin this process.

### **BENEFITS**

By adopting a Sustainable Transportation Policy, <<YOUR UNIVERSITY>> will benefit in several ways:

- ▶ Solve existing traffic problems such as lack of parking and congestion (<<insert particular issues for your campus>>).
- ▶ Move away from dependence on oil, and become less vulnerable to market fluctuations.
- ▶ Improve air quality and general amenity on campus and in the local community.
- ▶ Serve the public. Leading by example on this issue fits squarely within <<YOUR UNIVERSITY'S>> public service mission. Global warming is an international crisis, and bold leadership is needed from the University to demonstrate to the public the innovative transportation solutions that we can use to solve the problem. In the process, a new generation of leaders will be educated.

### **TIMELINE FOR IMPLEMENTATION:**

<<Insert appropriate timeline for your campus.>>

### **CONTACTS:**

<<Insert student/staff contacts here>>

### **OTHER RESOURCES**

The Higher Education Climate Action Partnership (HECAP). HECAP was founded by national associations of business officers, facilities managers, procurement officers, and student-affairs staff to encourage members to educate themselves about global warming and participate in solutions. HECAP is facilitating research, education, civic engagement, and greenhouse-gas emissions reductions ([www.hecap.org](http://www.hecap.org)).

For more information on alternative vehicles and fuels, please visit the following sites:

<http://www.hybridcars.com>

<http://www.greenhybrid.com>

<http://www.fueleconomy.gov>

<http://www.pluginpartners.org>

<http://www.pluginamerica.com>

<http://www.calcars.org>

<http://www.eere.energy.gov/afdc/about.html>

# THE SUSTAINABLE TRANSPORTATION INITIATIVE MENU

This menu is a set of suggestions for how to create a sustainable transportation program on your campus, intended as a starting point rather than an exhaustive list. Look around and get creative! You have the tools to determine what sustainable transportation should look like on your campus.

## I. GREEN FLEET

We can show the automakers that demand for green vehicles exists by getting our campuses to commit to purchasing and leasing only the most fuel-efficient cars and trucks available. If we get every college and university in North America to agree to green their fleets, we can send a signal to the automobile industry that there is a demand for vehicles that don't contribute to global warming and war. That will help jumpstart new production of fuel-efficient cars and trucks.

### A. Clean Fleet:

First, reduce the fleet size. Eliminate all unnecessary vehicles in the fleet by assessing how often they are driven and what purpose each vehicle serves. Then replace all utilized vehicles in the University fleet with the cleanest obtainable vehicles. We recommend that campuses choose new vehicles in this order of ecological preference:

- ▶ All-electric (charged by renewable sources such as rooftop solar panels if possible)
- ▶ Neighborhood Electric Vehicles for limited speed, on-campus use, such as grounds keeping and maintenance vehicles.
- ▶ Plug-in hybrid (charged by renewable sources with back-up waste bio-diesel instead of gasoline) See Appendix C: "Plug-In Hybrid Campaign Plan: Campuses."

- ▶ Biodiesel (locally produced from waste grease or veggie oil)
- ▶ Hybrid
- ▶ Lighter, more fuel-efficient vehicles.

### B. Efficient Fleet:

Set and achieve an average fuel efficiency of 40 mpg at a minimum (55mpg would set your campus on a more ambitious, but still feasible, track) for the campus vehicle fleet. Experts believe that if the nation begins to phase in the 40 mpg fuel-efficiency requirement by 2009, and has it fully in place by 2018, average fuel consumption for cars and trucks could be reduced 20 percent by 2020, reversing the fuel consumption trends of the last few decades. Challenge your campus to set goals that beat the minimum goal as new technologies become available!

### C. Demonstration Project: Do one or more of the following:

- ▶ Retrofit one or more of the vehicles in the fleet to run on biodiesel.
- ▶ Get the appropriate department to sponsor an alternative vehicle competition. For example, turn a gasoline-powered vehicle or conventional hybrid or into a plug-in hybrid vehicle!

- ▶ Get the school to install a solar carport and buy all-electric or plug-in hybrid electric vehicles to demonstrate the full benefits of all-renewable vehicle charging.
- ▶ Replace tires on fleet vehicles with energy efficient tires.

**Just Purchasing: Ensure fair labor practices by asking fleet procurers to prioritize the purchase of union-made vehicles whenever possible. A sustainable purchasing policy must protect both workers and the environment.**

## II. LOW-EMISSION MOBILITY

We need mobility, but never bargained for the side affects that come with individual vehicle transportation. We can create policies, incentives, and infrastructure that get people out of their vehicles and into shared rides, mass transit, and onto bicycles. Decreasing the number of vehicle miles that Americans drive every year is another way to tackle global-warming emissions.

Choose the most appropriate for your campus.

### A. Carpooling

- ▶ Incentives for carpoolers, such as free parking, or reserved sites
- ▶ A carpoolers' ride board (where carpoolers can find others living nearby)
- ▶ Car sharing programs such as Zipcar or Flexcar on campus

### B. Mass Transit

- ▶ Free or subsidized public transport passes
- ▶ Guaranteed ride home program for those who take public transport

### C. Biking and Walking

- ▶ Improve the safety of bike lanes on campus (i.e. lighting and security)
- ▶ More bike lanes on and around campus
- ▶ More covered bike lock-ups
- ▶ Bike workshop where riders have access to tools and can repair their bikes
- ▶ Free or rental bikes for use on campus (i.e. bikes painted a certain color to indicate that they are for communal use)
- ▶ Bike racks on campus shuttles.
- ▶ Encourage pedestrian and bike traffic when redesigning sites.

### D. Low-traffic campus design

- ▶ Encourage on-campus housing to reduce commuting
- ▶ Create car-free zones on campus
- ▶ Provide shuttles around campus, which coordinate with local trains and buses

### E. And More...

- ▶ Create an Alternative Transportation Officer position on staff
- ▶ Priority parking for clean cars
- ▶ Other incentives for using mass transit, biking, carpooling or walking (i.e. discounts on meal plans, higher parking fees)

## BENCHMARK POLICY GOALS

**Bronze standard "The Carpool":** The University will implement at least one initiative on the Sustainable Transportation Program Menu by next year—for example, sponsoring an electric vehicle or biodiesel demonstration project.

## TRANSPORTATION CHALLENGE

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**Silver standard “The Bus Pass”:** Implement at least one initiative from the menu by next year, and commit to achieving the Green Fleet standards by a set date. For example, your university could provide a free bus pass to all students and commit to meeting a Green Fleet standard of 55 mpg by 2010.

**Gold standard “Critical Mass”:** Implement at least one initiative from the menu by next year. Set a timeline to achieve the Green Fleet standard. Commit to a plan to reduce individual trips to and from campus by a set date, utilizing one of the Low-Emission Mobility initiatives. For example, your university would pass a Sustainable Transportation policy that includes a commitment to meet a Green Fleet standard of 55 mpg by 2010, a plan for comprehensive incentives for biking and mass transit to decrease trips to and from campus, and a program to increase on-campus housing to reduce commuting.

## SAMPLE GREEN FLEETS RESOLUTION

**WHEREAS** the University's fleet numbers over motor vehicles; and

**WHEREAS** the University operates fleet vehicles that consume about \_\_\_\_\_ <<XX>> gallons of gasoline and diesel fuel per year; and

**WHEREAS** retail gasoline prices recently topped <<XX>> per gallon in the region and are anticipated to remain high; and

**WHEREAS** the University faces significant budget challenges related to unanticipated and volatile fuel costs; and

**WHEREAS** the University recognizes the imperative to control budget costs and maximize tuition dollars at every given opportunity; and

**WHEREAS** the University recognizes that by improving the fuel economy of its fleets, significant monetary savings will result in the long run; and

**WHEREAS** the University recognizes gasoline and diesel emissions are the primary cause of air pollution problems in our region, including smog and particulates that contribute to public health concerns such as asthma, allergies, and emphysema; and

**WHEREAS** the University recognizes that fuel use associated with the operation of its motor vehicle fleet results in greenhouse gas emissions that contribute to global climate destabilization; and

**WHEREAS** the University recognizes that the United States' dependence on foreign oil—

with imports now approaching 60 percent of the total national oil consumption—compromises our national security; and

**WHEREAS** the University recognizes that the United States has just 3 percent of all proven oil reserves, meaning that our nation cannot drill its way to oil independence; and

**WHEREAS** the University recognizes that a program of conservation, based on using the most fuel-efficient vehicles available, is the most effective way of reducing our fuel use; and

**WHEREAS** the University wishes to exercise its power as a participant in the marketplace to ensure that purchases and expenditures of public monies are made in a manner consistent with the policy of improving local air quality and reducing greenhouse-gas emissions; and

**WHEREAS** the University, as a public body, has an opportunity to provide a positive example to local citizens; and

**WHEREAS** the University recognizes that viable vehicular propulsion technologies exist that achieve efficiencies of more than 65 miles per gallon, and that some, such as plug-in electric vehicles, may require no petrochemicals or fossil fuels at all; and

**WHEREAS** the University recognizes that electric, plug-in hybrid electric, and other alternative fuel technologies have advanced in flexibility, efficiency, and performance over past decades;

# APPENDIX B

**NOW, THEREFORE, BE IT RESOLVED**, that the <<UNIVERSITY NAME>> will establish a “Green Fleet” Policy, by which the University will procure, operate and maintain the most fuel-efficient and energy-responsible motor vehicle fleet. This policy will pertain to all University vehicles; and

**BE IT FURTHER RESOLVED**, that the <<UNIVERSITY NAME>> hereby establishes the following goals and implementation plan for the Green Fleet program:

- A.** The University’s long-term intent is to have a fleet that is 100% clean and green, which means using fuels and vehicles that are the most fuel-efficient, low-emission vehicles possible to meet the needs of the University.
- B.** The University’s short-term goals and targets are as follows:
  - 1.** By the end of 2008, at least 50 percent of new fleet compact cars purchased each year by the University will be either alternative fueled vehicles, or have a U.S. EPA fuel efficiency rating of 40 mpg or greater.
  - 2.** By the end of 2008, appropriate University departments will develop an employee education program designed to meet the Green Fleet goal.
  - 3.** By the end of 2008, the University’s goal is to reduce annual fleet fuel use by 5% compared with the previous year.
- C.** The University’s implementation plan is as follows:
  - 1.** University departments are requested to report by the end of 2008 regarding

progress in establishing the Green Fleet Policy.

- 2.** By the end of 2008, University departments will conduct a study of the life-cycle costs and benefits to achieve the goal of a 100 percent clean, Green Fleet.
- 3.** University staff should report back on the feasibility of limiting—or eliminating—the number of trucks and SUVs in the University fleet, or of substituting more fuel-efficient options for less fuel-efficient ones.
- 4.** University staff should present the employee-education component of the policy.
- 5.** University staff should provide a timeframe for achieving the goal of a 100 percent clean, Green Fleet.
- 6.** University staff should update the administration on efforts to work with other U.S. colleges and universities, as well as local government, to encourage the manufacture of cleaner, more fuel-efficient public-safety vehicles, for example, by joining the National Plug-In Partners Campaign to demonstrate demand for plug-in hybrid electric vehicles.
- 7.** The University will issue a letter to the major auto manufactures, notifying them of the University’s plans to increase the fuel efficiency and alternative fuel use of its fleets, explaining to them the importance of these changes, and asking the manufacturers to increase production and R&D of highly efficient vehicles and requesting that the manufacturers respond with their plans for doing so.

## PLUG-IN HYBRID CAMPUS PLAN

Students can play a key role in persuading automakers to mass produce plug-in hybrids as the safest, most viable alternative to the gas-guzzlers that currently crowd our roads. Make sure that your institution is doing all it can today to support and adopt the best alternatives to gasoline for its fleet.

Eco-tinkerers, who convert conventional hybrids into plug-ins in their own garages by adding batteries and a power cord, have proven that these cars are easy to build and that they can double the fuel economy and slash greenhouse-gas emissions of a normal hybrid vehicle. Unfortunately, the automakers are giving consumers the run-around with fancy concept cars instead of production commitments.

Plug-In Partners is a national grassroots campaign aimed at demonstrating that a market exists for Plug-In Hybrid Electric Vehicles (PHEVs) and pressuring the industry to put these cars on the road. The campaign demonstrates this demand through rebates and incentives, “soft” fleet orders, petitions and endorsements.

Please consider the following actions to get your campus to support the movement to put vehicles that get upwards of 100 mpg on the road now:

**1. Get your school to join the Plug-In Partners campaign.** By signing the Plug-In Partners Commitment Form, passing a resolution, or writing a letter, your institution will become an official Plug-In Partner to be included in the national listing. This cam-

paign endorsement indicates your school’s support of plug-in hybrid electric vehicles.

**2. Collect a “soft” fleet order.** If your school maintains a fleet of vehicles, ask administrators and the fleet manager to demonstrate a commitment to purchase plug-in hybrids when they become commercially available by filling out the Plug-In Partners Fleet Order Form. This is not a firm order, but it puts pressure on automakers to build ultra fuel efficient vehicles by showing them that the market already exists! It also educates institutional fleet purchasers about the differences between various alternative-vehicle types, helping you ensure that your school chooses the cleanest possible options for its fleet.

**3. Spread the word.** Ask your school to provide information on plug-in hybrids and its participation as a Plug-In Partner to alumni and to the public on its website and through newsletters or other publications. Advertise any incorporation of plug-ins into the school’s curriculum.

**4. Petition.** Set up a table on campus and ask students to sign the Plug-In Partners Community Petition. Ask professors, administrators and community members to add their signatures as well.

**5. Get media attention.** Issue a press release detailing any actions students on your campus are taking to support the initiative. Hold a press event or send out a press release to announce your victory when you get the campus signed on!

**8. Curriculum.** Talk to department heads about ways that plug-in hybrids can be incorporated into the curriculum. Can engineering students build them or convert them? How about a plug-in vehicle design contest? Can marketing students present the campaign plan to businesses and get them signed on? Can communications students find useful ways to spread the word? Think creatively.

**9. Conversion Vehicles.** Ask your campus to consider purchasing hybrids that have been converted to plug-in capability (i.e. after-market conversion vehicles) for their fleet to use for demonstration and data collection purposes.

**10. Gold Star Campus Challenge.** Move your administration to install a demonstration project that combines a rooftop-solar carport with a small fleet of plug-in hybrid vehicles for 100 percent renewable charging! Help plug-in vehicles get the power to green the grid!

**11. Take it off campus.** A great way to bridge your campus work to the surrounding community is to ask local government and businesses in your area to join Plug-In Partners. You can work with community groups and identify other allies to help you pass a city-council resolution. Businesses can demonstrate support for plug-in hybrids by offering purchasing incentives to their employees.

**Plug-in hybrid resources:**

[www.pluginpartners.org](http://www.pluginpartners.org)

[www.google.org/recharge/](http://www.google.org/recharge/)

[www.calcars.org](http://www.calcars.org)

For more information please email  
[Jodie@ran.org](mailto:Jodie@ran.org).



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- 1** CIA World Factbook, 15 March, 2007
- 2** Inventory of U.S. Greenhouse Gas Emissions and Sinks 1990-2003, U.S. Environmental Protection Agency
- 3** Environmental Defense
- 4** AASHE Digest p7-5
- 5** <http://www.ur.umn.edu/FMPro?-db=releases&percent-lay=web&percent-format=umnnewsreleases/releasesdetail.html&percent-RecID=36283&percent-Find>
- 6** [www.umich.edu/~usustain/sustain.html](http://www.umich.edu/~usustain/sustain.html)
- 7** AASHE Digest p7-3, [www.barometer.orst.edu/vnews/display.v/ART/2005/10/12/434c9ac11e914](http://www.barometer.orst.edu/vnews/display.v/ART/2005/10/12/434c9ac11e914)
- 8** AASHE Digest p 7-2 [www.zipcar.com/press/releases/press-32](http://www.zipcar.com/press/releases/press-32)
- 9** Electric Power Research Institute (EPRI) and the Hybrid EV Working Group
- 10** EPRI “Environmental Assessment of Plug-In Hybrid Vehicles” 2007.
- 11** Rising to the Challenge: Six Steps to Reduce Global Warming Pollution, National Association of State PIRGs ([www.USPIRG.org](http://www.USPIRG.org)), p. 22
- 12** For information on plug-in hybrid conversions and to learn more about University teams who have done them, visit UC Davis professor, Andy Frank’s “Team Fate” website: <http://www.team-fate.net/>
- 13** Town of Chapel Hill website: <http://www.townofchapelhill.org/index.asp?NID=393>.
- 14** “Town to Get Hybrid Buses”, The Daily Tar Heel: <http://media.www.dailytarheel.com/media/storage/paper885/news/2006/09/07/City/Towns.To.Get.Hybrid.Buses-2260077.shtml?nrewrite200609100043&sourcedomain=www.dailytarheel.com>
- 15** AASHE Digest p7-5
- 16** Making Sense of America’s oil Needs: A Sustainable State Based Response to Dwindling Oil Supplies – National Association of PIRGs August 2005.
- 17** [www.sierraclub.org/globalwarming/cleancars/hybrids/](http://www.sierraclub.org/globalwarming/cleancars/hybrids/)
- 18** [www.eere.energy.gov/afdc/apps/afvinfo\\_niche.html](http://www.eere.energy.gov/afdc/apps/afvinfo_niche.html)
- 19** “Evaluation of fare-free public transit at universities,” Journal Of Planning Education And Research (JPER): shows how the provision of fare-free transit service to UCLA students, staff and faculty increased bus rider-ship to campus by 56 percent and reduced solo driving by 20 percent in the first year of the program. The article shows that the benefit to the university in terms of reduced demand for parking alone is four times greater than the cost of the program. Several additional external benefits of the fare-free transit are also highlighted. The American Collegiate Schools of Planning recently selected this article as the best article in JPER in 2004. <http://www.spps.ucla.edu/up/webfiles/fare-free.pdf>
- 20** AASHE Digest p7-5
- 21** <http://www.ur.umn.edu/FMPro?-db=releases&percent-lay=web&percent-format=umnnewsreleases/releasesdetail.html&percent-RecID=36283&percent-Find>
- 22** [www.umich.edu/~usustain/sustain.html](http://www.umich.edu/~usustain/sustain.html)
- 23** AASHE Digest p7-3, [www.barometer.orst.edu/vnews/display.v/ART/2005/10/12/434c9ac11e914](http://www.barometer.orst.edu/vnews/display.v/ART/2005/10/12/434c9ac11e914)
- 24** AASHE Digest p 7-2 [www.zipcar.com/press/releases/press-32](http://www.zipcar.com/press/releases/press-32)
- 25** Rising to the Challenge: Six Steps to Reduce Global Warming Pollution, National Association of State PIRGs ([www.USPIRG.org](http://www.USPIRG.org)), p. 22
- 26** For information on plug-in hybrid conversions and to learn more about University teams who have done them, visit UC Davis professor, Andy Frank’s “Team Fate” website: <http://www.team-fate.net/>