

**Rough draft – 2015 iCAP outline**

1. Introduction
  - a. History – ACUPCC, 2010 iCAP, Visioning Future Excellence, and iSEE
  - b. Overview of structure of this document 2015 iCAP
  - c. Message of Continued Commitment
2. Overall status report
  - a. GHG inventory update
  - b. Graphical representations of emissions trajectory
  - c. Graphic representation of mitigation strategies
  - d. Sustainability process – links to committee details
3. Energy Generation, Purchasing, and Distribution
  - a. Explanation of importance, with overview of what we are already doing
  - b. Defined goals and objectives
  - c. Strategies numbered and in paragraph form? With funding information
  - d. Summary of future vision?
4. Energy Conservation and Building Standards
  - a. Explanation of importance, with overview of what we are already doing
  - b. Defined goals and objectives
  - c. Strategies numbered and in paragraph form? With funding information
  - d. Summary of future vision?
5. Water
  - a. Explanation of importance, with overview of what we are already doing
  - b. Defined goals and objectives
  - c. Strategies numbered and in paragraph form? With funding information
  - d. Summary of future vision?
6. Transportation
  - a. Explanation of importance, with overview of what we are already doing
  - b. Defined goals and objectives
  - c. Strategies numbered and in paragraph form? With funding information
  - d. Summary of future vision?
7. Purchasing, Waste, and Recycling
  - a. Explanation of importance, with overview of what we are already doing
  - b. Defined goals and objectives
  - c. Strategies numbered and in paragraph form? With funding information
  - d. Summary of future vision?
8. Agriculture, Land Use, Food, and Sequestration
  - a. Explanation of importance, with overview of what we are already doing
  - b. Defined goals and objectives
  - c. Strategies numbered and in paragraph form? With funding information
  - d. Summary of future vision?
9. Chapter about education – in the classroom
  - a. Include the Learning Outcomes from the education task force
  - b. Describe the general sustainability classroom efforts, eg. the inventory
  - c. Include the plans for the sustainability minor. With funding information
10. Chapter about education – not in the classroom
  - a. <http://www.aashe.org/wiki/cool-campus-how-guide-college-and-university-climate-action-planning/3-prioritizing-education-r>
  - b. Student Sustainability Leadership Council – overview of RSO activity
  - c. Communication plan – overview, with funding information

- d. Earth week
- e. SSC
- 11. Chapter about UI sustainability research
  - a. Overview of how great we are at research now and connection to the chancellor's strategic goals
  - b. links to campus researcher info
  - c. With funding information
- 12. Chapter about financing
  - a. Progress/History
    - i. SSC, UES, RLF, grants, donors, chevy
  - b. Opportunities
    - ii. More of the same? Other?
    - iii. Long term benefits
- 13. Conclusion

### **Suggested Concept for Goals, Objectives, and Strategies**

#### Goals

- Goals will only be emission reduction targets (or other significant targets) for years 2020, 2025, 2030, 2040, and 2050.
- Each SWATeam will develop their own interim emission reduction targets for those years, always ending in zero emissions no later than 2050 (and preferably before).
- Each section of the iCAP could show progress from FY08 to FY15 for that topic, and then projections based upon the interim goals.

#### Objectives

- Objectives will be methods for reaching the emission reduction targets, with specific metrics listed.
- For example, in the 2010 iCAP the renewable energy plan would be shown here as an objective: "Provide 5% of annual campus electricity needs from renewable energy sources by the end of FY15, 17.5% by end of FY20, and 25% by end of FY25."

#### Strategies

- Strategies will be recommended methods, projects, or programs for accomplishing the objectives.
- For example, as one strategy to accomplish the renewable energy objective, the 2015 iCAP could say, "Install solar photovoltaics on as many campus rooftops as possible."