



# MINORITY-SERVING INSTITUTIONS GREEN REPORT

2010 CAMPUS SUSTAINABILITY SURVEY





**FIVE INSTITUTIONS GROW FOOD IN ON-CAMPUS FARMS OR GARDENS FOR USE IN DINING HALLS.**

## EXECUTIVE SUMMARY

### Overview

Minority-Serving Institutions (MSIs) have joined the movement for environmental sustainability.

All across the nation, on college and university campuses large and small, MSIs have taken steps to conserve resources and to encourage greater awareness of our Earth's interdependence and fragility. Meeting present needs without compromising those of future generations is the essence of sustainability, and a large number of historically black colleges and universities, Hispanic-serving institutions and tribal colleges are rising to the challenge.

This MSI Green Report, the first to highlight MSI sustainability efforts, is designed to serve as a catalog of sustainability activities already underway at institutions founded to educate America's historically marginalized groups. It will serve as a campus sustainability guide for students, parents, college administrators and others. We hope it will also serve as a resource — both inspiration and to-do list — for other institutions thinking of starting or improving their own campus sustainability practices.



**THE SUITES IS THE FIRST LEED-CERTIFIED RESIDENCE HALL AT AN HBCU, AND IT FEATURES A LIVING-AND-LEARNING COMMUNITY TO ENCOURAGE ECO-FRIENDLY LIFESTYLES.**

## Why Sustainability Matters

In her 2010 convocation address, Spelman College President Dr. Beverly Daniel Tatum stressed the importance of environmental sustainability for minority-serving institutions. She observed that educating diverse, global, ethical leaders committed to social change, must take place within institutions also committed to social, environmental and economic sustainability.

Though sustainability is necessary, achieving it is not always easy. MSIs face many challenges in going green. College and university administrators, already struggling to increase graduation rates and endowment assets, may view changing campus environmental policies as one battle too many. An institution's lack of green building experience only complicates the problem, as does a lack of conspicuous support for such measures on campus.

These are reasonable concerns — but they need not be roadblocks. An institution can build pathways to change with a committed administration and an engaged student body.

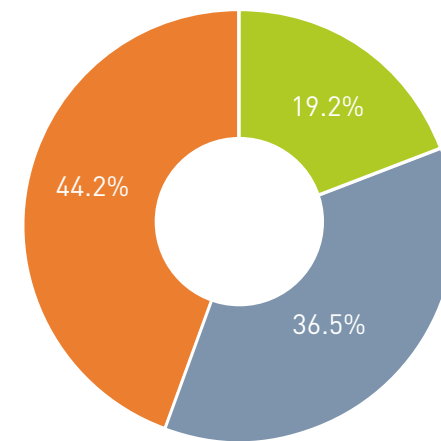
In spite of the various obstacles, as this report makes clear, many MSIs across the country have begun changing longstanding practices to become leaders in sustainability. They have been able to fund green initiatives with the help of grants and other forms of assistance. MSIs have also been encouraged by the knowledge that green projects save money — often enough to pay for themselves within just a few years.

The financial returns are the first, and most obvious, benefit of pushing for sustainability; by consuming less energy, water and raw materials, institutions can dramatically reduce their utilities and operations expenditures.

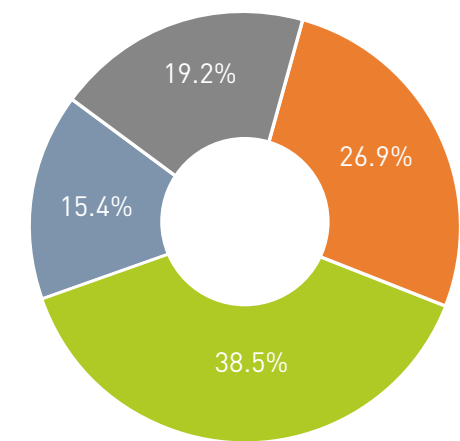
But there are other benefits as well. Today's youth, more environmentally aware than any past generations increasingly expect and demand an institutional commitment to sustainability. Consequently, going green can help MSIs in student recruiting. MSIs that support research and experimental programs to green their campuses can market themselves as leaders in innovation. And an institution boasting a strong sustainability-themed curriculum can better attract that rapidly expanding group of students who want careers in our emerging green economy.

And then there's the most obvious benefit: Going green helps the planet.

**RENEWABLE ENERGY USE**  
at minority-serving institutions



**COMMITMENT TO REDUCE GREENHOUSE GAS EMISSIONS**  
at minority-serving institutions



- No program
- Currently designing program
- Would like assistance developing program
- Program already in place on campus

## Key Findings

Our survey collected sustainability data in seven essential categories:

- Administration
- Green Building
- Climate Change and Energy
- Recycling
- Dining
- Student Involvement
- Transportation

In each of these categories, we found evidence of significant progress, and saw the clear potential for even more. Here are our most impressive findings:

- **MORE THAN ONE-THIRD (37 PERCENT)** of the participating MSIs have already signed the American College and University Presidents' Climate Commitment. This ambitious plan is the most popular commitment to sustainability made by institutions in the United States. Signatories are asked to undertake a variety of initiatives on their campuses, including conducting a greenhouse gas inventory and pledging to become climate-neutral by 2050.
- **NEARLY ONE-THIRD (31 PERCENT)** of participating institutions have already completed greenhouse gas inventories or have inventories in progress. An additional 40 percent of institutions said they would be willing to take part in a sponsored program to complete such an inventory. Measuring the quantities and identifying the sources of greenhouse gases on campus is the first step toward a focused plan to reduce those emissions.
- **SIXTY PERCENT** of participating institutions have green buildings already on campus or under construction.
- **MORE THAN ONE THIRD (35 PERCENT)** of participating institutions have already committed or are at work on commitments to reduce their carbon emissions.
- **NINETY-SIX PERCENT** of participating institutions run at least a small campus recycling program. Establishing recycling programs can be a realistic priority for institutions of any size and budget situation.
- **NEARLY TWO-THIRDS (64 PERCENT)** of participating institutions with dining halls serve local food, helping to reduce the carbon emissions associated with transporting food. Five respondent institutions produce at least some of their dining hall food from on-campus farms or gardens.
- **NEARLY HALF (49 PERCENT)** of participating institutions with dining halls offer a trayless dining option. Limiting the use of trays has been shown to dramatically reduce food waste, and it saves large amounts of water and energy that would have been used to wash the trays.
- **FORTY-FOUR PERCENT** of participating institutions offer an environmental studies academic major or minor.
- **TWENTY-ONE PERCENT — MORE THAN A FIFTH —** offer environmental internships for their students.
- **FORTY-FOUR PERCENT** have at least one student group that works campus environmental impact.

# ONLY SIX PERCENT OF PARTICIPATING INSTITUTIONS HAVE LEED-CERTIFIED BUILDINGS ON THEIR CAMPUSES.

CLARK ATLANTA UNIVERSITY

- **TWENTY-ONE PERCENT** feature electric vehicles in their campus fleets; while an additional 13 percent report that their campus fleets include hybrids.

- **FIFTY-TWO PERCENT** offer free transportation around campus, off campus, or both.

These are just 12 of our most impressive findings. There are other areas, of course, where progress has come more slowly. For instance:

- **SIX PERCENT** of participating institutions have LEED-certified buildings on their campuses. However, an additional 29 percent have buildings that have been constructed to LEED specifications.
- **SEVEN PERCENT** of participating institutions with dining halls compost food scraps.
- **19 PERCENT** of participating institutions generate renewable energy on their campuses. Another 37 percent report that they're exploring that option.
- **29 PERCENT** of participating institutions have one or more dedicated sustainability staff members.

There has been great progress; however, there is room for even more. In most cases where sustainability efforts have lagged, the problem hasn't been lack of interest as much as lack of resources. Almost all of our participating institutions said that more funding would make the biggest difference in fulfilling their environmental goals. (Funding easily outdistanced training and technical assistance.)

Still, we note that even some of the most financially challenged MSIs managed to make great strides toward sustainability on their campuses. We salute the extra efforts these institutions made to seek out grants and participate in the UNCF Building Green Network. We urge all MSIs to follow their example.

# THE STATE OF SUSTAINABILITY: MSI SURVEY RESULTS IN DETAIL

Our analysis of survey responses, 52 institutions and 39 questions in seven separate subject areas, allowed us to identify overall trends in MSI sustainability efforts. We saw initiatives that many institutions have undertaken, as well as innovations that, so far, only leaders have begun to adopt. Here's what we found. [Note: Percentages are rounded.]

## Administration

One way for an institution to demonstrate, at the administrative level, its interest in sustainability is through an **official policy statement** affirming the institution's environmental commitment. A second way is by adopting a **comprehensive plan** that outlines steps that will be taken toward specific environmental goals. Of the 52 institutions we surveyed, six (12 percent) reported that they have a detailed sustainability plan, and an additional five (10 percent) have written or approved an official environmental policy. Of the 41 remaining institutions with neither policy nor plan already in place, (58 percent) are currently discussing one or are working on writing one.

Eleven institutions (21 percent) have **included sustainability components in their master or strategic plans**. In all but two of these cases, the institutions had not yet written a formal sustainability policy or plan.

By signing the **American College and University President's Climate Commitment (ACUPCC)** institutions formally adopt sustainability as a goal with an external accountability framework for reducing emissions. Signatories are asked to develop campus plans for becoming climate-neutral, to conduct greenhouse gas inventories and to integrate sustainability into their curricula. They're also asked to initiate short-term actions to reduce their carbon footprints: establishing sustainability committees, adopting green building and green purchasing policies and encouraging the use of public transportation.

At the time of our survey, 19 of the 52 respondents (37 percent) had signed the ACUPCC. (One additional institution, Morehouse College, had signed the Talloires declaration, a similar commitment.) Of the non-signing institutions, 10 cited the lack of resources necessary to implement ACUPCC requirements, while 14 said that they don't have enough information. (Schools were allowed to choose more than one response.)

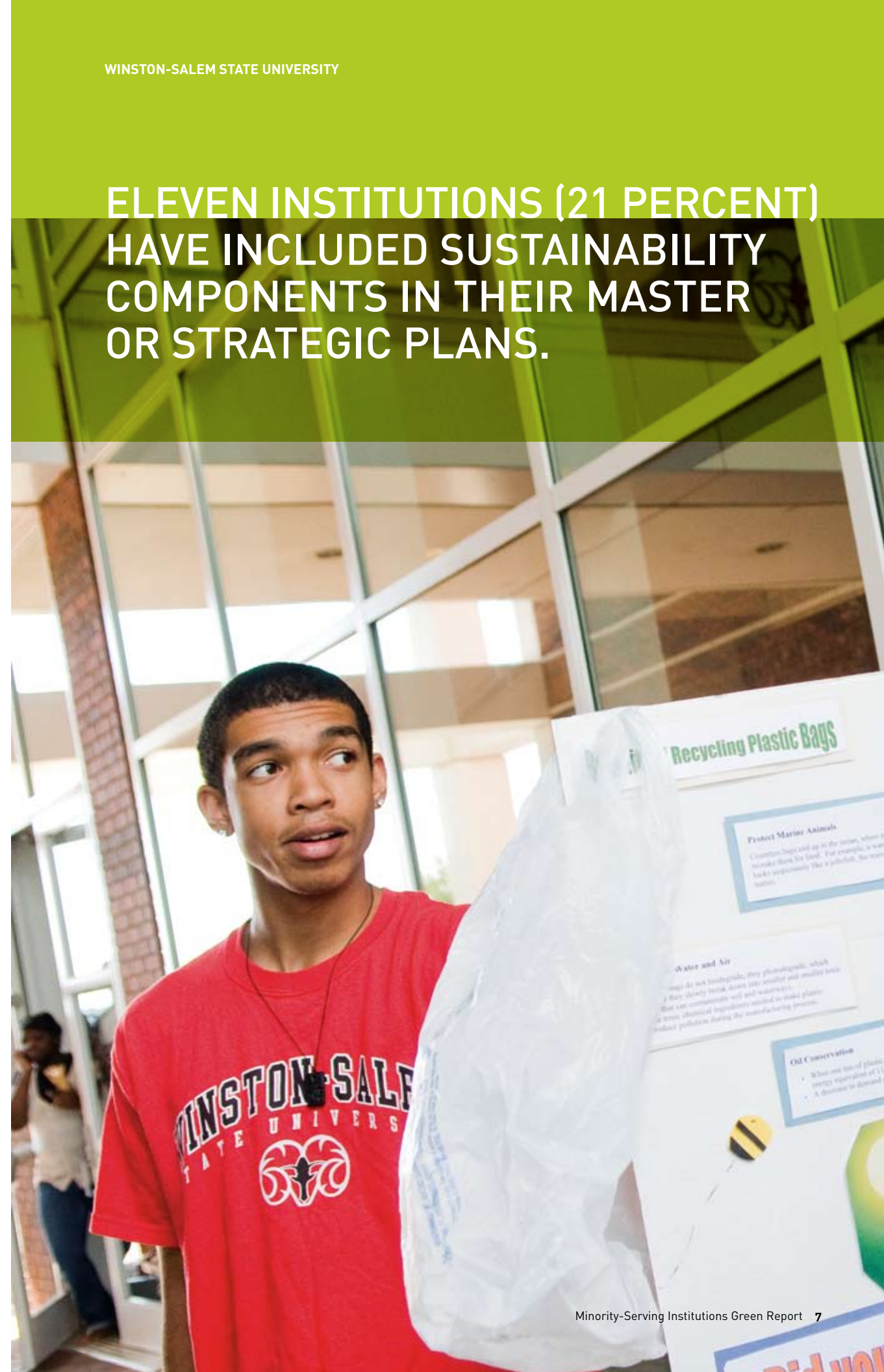
Recognizing the need for a team of dedicated individuals to further sustainability goals on campus, 28 of the 52 respondents (54 percent) have established **committees to implement environmental programs and policies**. Some of these committees are housed within the institution's facilities or physical plant departments, but 19 institutions have committees dedicated to work solely on sustainability issues. Although establishing a sustainability committee is a requirement for signing the ACUPCC, 15 of the 28 institutions with such committees are not yet ACUPCC signatories.

A **sustainability coordinator** can also be integral in furthering an institution's environmental efforts, and 15 of our respondents (29 percent) have appointed one. At three institutions, this coordinator works within a separate department for sustainability; at most of the others, the coordinators work for the facilities department.

A **green purchasing policy** can help institutions meet their environmental goals. Six of our respondents (12 percent) now have policies in place, which have addressed topics ranging from energy-efficient appliances to green cleaning supplies. The University of Guam's purchasing policy is by far the most extensive: it states that the institution never purchases Styrofoam products, and that it must purchase LED or CFL bulbs, environmentally-friendly cleaning products, air-conditioning units and other appliances with the highest Energy Star ratings.

Of the institutions currently without a purchasing policy in place, 10 said that they were working on one, while 22 said that they would like assistance in establishing one. Overall, a total of 31 percent of respondent institutions have purchasing policies either in place or in development, and 73 percent have expressed some level of interest in having such policies.

# ELEVEN INSTITUTIONS (21 PERCENT) HAVE INCLUDED SUSTAINABILITY COMPONENTS IN THEIR MASTER OR STRATEGIC PLANS.



Green building policies are gaining popularity, even at institutions that haven't yet actually begun to build green. Our survey found that 11 institutions (21 percent) have instituted green building policies. Most of these policies state that buildings will use energy-efficient technologies or will meet the standards of the LEED rating system. Only Clark Atlanta University requires official LEED certification.

Among the institutions without green building policies, 12 were working on such a policy, while another 21 said that they would like assistance in writing one. This brings us to a total of 85 percent of respondents with some level of interest in green building policies.

It's still relatively rare for an MSI to have a **LEED-certified building**. So far, only three respondent institutions (six percent) have such buildings: Clark Atlanta University and Spelman College each have one building, and Los Angeles Trade-Technical College has three. (All are certified at the Silver level, except for the Gold-certified Child Development Center at LATTTC.) However, 85 other buildings at 15 other institutions meet LEED standards, but are not certified. The great majority of these buildings are at the University of Texas - San Antonio (36) and the Alamo Colleges (30).

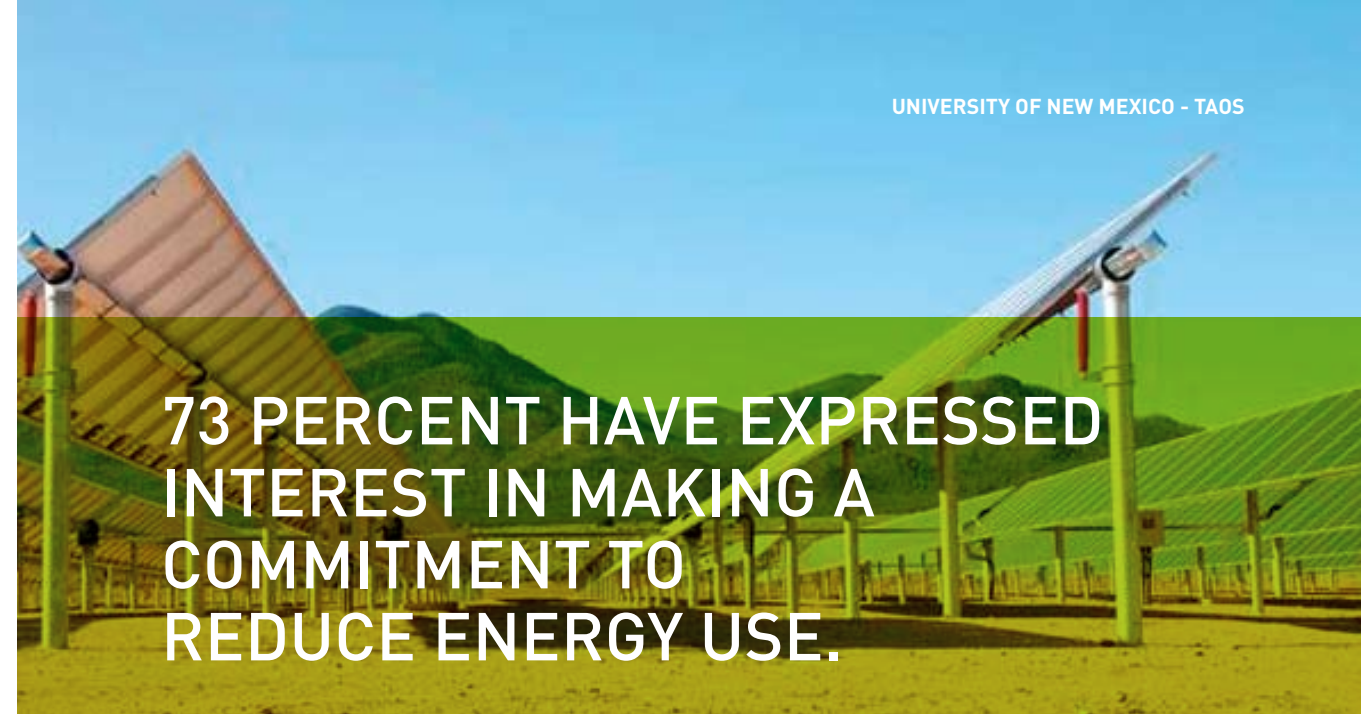
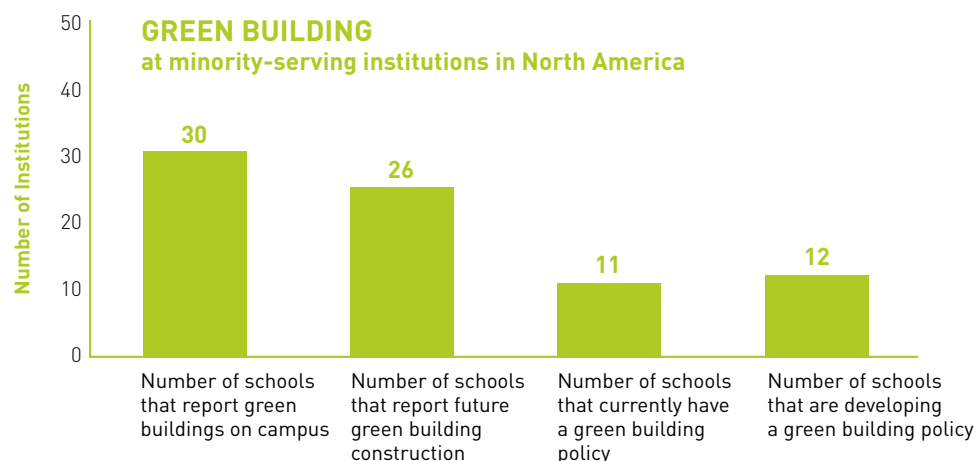
Some of the non-certified buildings have certifications pending; a number of institutions, though, have elected to forego formal certification. The leading reasons for their reticence? Prohibitive documentation costs (16 institutions), U.S. Green Building Council fees (14), building commissioning costs (14), and energy model costs (11), with schools permitted to choose more than one response. Alamo Colleges, to cite one example, are committed to green building, but not to LEED certification. They plan to construct all new buildings to meet LEED standards — including a new green campus — but they resist official certification because of the expense.

Other green building certifications, such as **Energy Star**, are in use at a few MSIs, but they're not common. Clark Atlanta University has one Energy Star-certified building, and Lane College has two.

Institutions were more optimistic about their **future green building plans**. Of the 31 institutions that had new buildings either under construction or in the planning phase, 26 mentioned incorporating sustainable features; 21 of these reported a goal of meeting comprehensive sustainability standards like LEED. **Renovation projects** fared somewhat less well on sustainability issues. Of 29 institutions that were renovating or planning to renovate buildings, 13 mentioned sustainable features; eight of these mentioned comprehensive standards.

Fully 90 percent of our respondents — 47 institutions — reported employing at least one of many **technologies to reduce energy use**. Most commonly used: energy-efficient lighting (34 institutions), lighting sensors (32), and energy-management systems (25). The University of Texas - San Antonio is a leader in energy reduction strategies, with 12 different energy-saving technologies mentioned in the survey, including the only cogeneration plant at a participating MSI.

**Technologies to reduce water** use were nearly as common; 85 percent of respondents — 44 institutions — mentioned using at least one strategy. Low-flow faucets were the most popular, installed at 30 institutions, followed by low-flow showerheads at 18. Innovative programs included rainwater-catchment systems in place or being developed at three institutions, and collecting and reusing HVAC condensate is being implemented at another three institutions. Once again, the University of Texas - San Antonio led the field, with nine water conservation strategies including dual-flush toilets, a pilot project of waterless urinals and weather-informed irrigation.



73 PERCENT HAVE EXPRESSED INTEREST IN MAKING A COMMITMENT TO REDUCE ENERGY USE.

Climate Change and Energy

As they become more aware of carbon emissions' dangerous effects, more institutions are making **commitments to reduce their emissions**. Ten of our respondents have already established such commitments, and eight more are in the process of developing them. While commitments to reduce carbon emissions are part of the ACUPCC, seven of these 18 institutions are not ACUPCC signatories. Another 20 institutions reported that they would like assistance in developing an energy reduction commitment. A combined 73 percent of respondent institutions have expressed some level of interest in making such a commitment.

Once they have decided to reduce emissions, institutions often find it useful to complete a **green-house gas inventory** to identify the amount of carbon they produce. To date, eight institutions have completed at least one inventory, while nine others are working on their first. Another 21 institutions said that they would take part in a sponsored program to complete such an inventory.

In this case, all eight institutions with completed inventories are ACUPCC signatories, although four of those with inventories in progress are not.

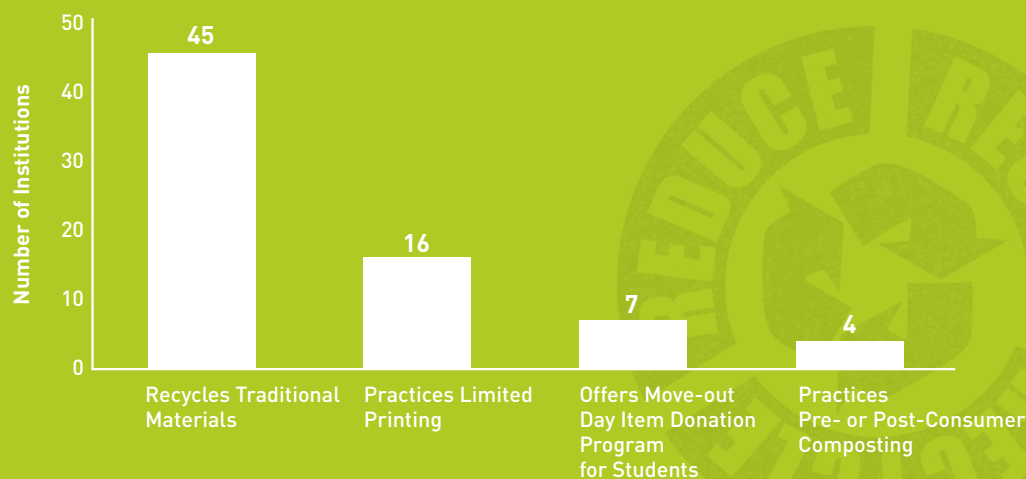
Beyond installing new technologies, it is also important to introduce campus community members to the importance of energy conservation. Accordingly, 30 of our respondent institutions have implemented various **programs to reduce energy use**. The most popular initiative: campaigns to raise awareness about environmental issues. Twenty-two institutions reported implementing such a campaign. Fourteen institutions set campus computers to go into sleep mode when not in use. Many institutions described unique approaches to the problem: at the University of Guam, for instance, energy officers are assigned to turn off lights and monitor energy use in each building, while at Spelman College the use of fume hoods is scheduled to coincide with class time.

Sustainability can mean using less energy; it can also mean generating more renewable energy. Ten of our respondents reported that they now **generate renewable energy** on campus, and another 19 said that they're exploring the option. Of the institutions that currently have the capability, eight use solar panels, four have wind turbines, and two use geothermal for heating and cooling. Some institutions use multiple forms of renewable energy: the Alamo Colleges, Blackfeet Community College and College of the Menominee Nation all utilize both wind and solar power; Menominee also makes use of geothermal energy. The University of Guam is exploring the potential use of ocean-thermal energy.



# NEARLY ALL OF OUR INSTITUTIONS RECYCLE SOME TRADITIONAL MATERIALS — ALUMINUM, CARDBOARD, GLASS, PAPER AND PLASTIC.

**RESOURCE REDUCTION INITIATIVES**  
at minority-serving institutions in North America



## Recycling

Nearly all of our respondent institutions **recycle at least some traditional materials**. Of the five institutions that do not, three recycle some electronic waste. Seventy-one percent of respondents recycled paper, 63 percent recycled aluminum, and 58 percent recycled cardboard, while a third recycled all traditional materials — aluminum, cardboard, glass, paper and plastic.

While **recycling electronic waste** is not as prevalent as recycling traditional materials, it is still popular, with 33 institutions (63 percent) recycling at least one item of e-scrap. Of these, eight institutions reported recycling all the items listed on the survey: batteries, cell phones, computers, light bulbs and printer cartridges. At nearly all institutions, more electronics recycling options were available for waste generated by the institution itself, rather than by the students. North Carolina Agricultural and Technical State University was the only institution in our survey to offer recycling for all types of electronic waste generated by students as well as by the institution.

Recycling can keep materials out of landfills, but reducing waste in the first place is even more effective. Sixteen of our respondents have undertaken initiatives to **reduce printing**, either by increasing electronic communications or by encouraging double-sided printing. In addition, eight institutions **compost landscape waste**, and seven host **move-out donation programs** for students' unwanted materials.

## Dining

Of the 39 respondents with dining halls, nearly two-thirds (25 institutions) offered **local foods**; in five of these cases, the food was extremely local — it came from an **on-campus farm or garden**. Twelve of the institutions with dining halls also offered organic foods as a dining option.

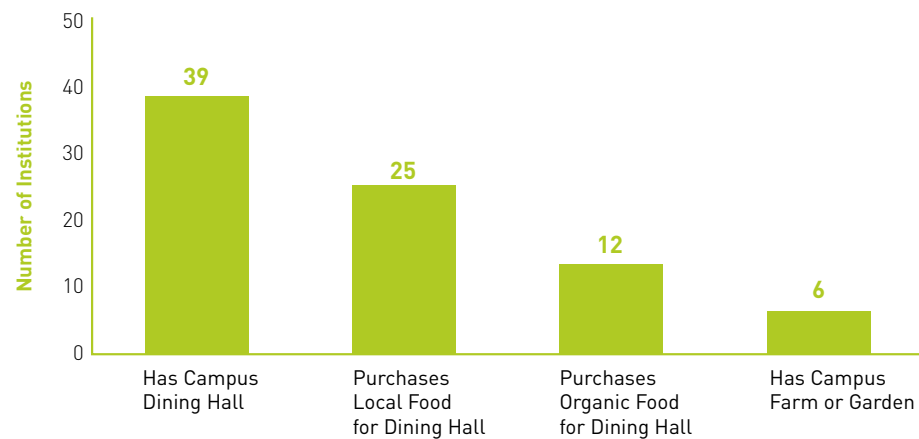
Nearly half of the institutions with dining halls (19 institutions) have adopted some form of **trayless dining**, removing trays from cafeterias is a way to reduce food waste and save water and energy.

Other popular methods of reducing dining hall waste include recycling cooking oil for use as bio-diesel fuel (nine institutions), and **donating excess food** to a food bank or soup kitchen (seven institutions).

Three institutions offer **discounts for reusable mugs**. Howard University has an especially strong program to encourage reusable dishware. In addition to the reusable-mug discount, Howard offers discounts for patrons who eat on china rather than taking disposable containers. Howard's dining halls also feature fair-trade coffee, tea and bananas.

**Composting of food waste** is not common among our respondents, but it does occur at four institutions. Clayton State University and Los Angeles Trade-Technical College compost only pre-consumer waste, while Delaware State University and Lane College compost both pre- and post-consumer waste.

**SUSTAINABLE FOOD AND DINING OPTIONS**  
at minority-serving institutions in North America



## Student Involvement

Student involvement is essential in advancing sustainability, and 43 of our respondents reported hosting at least one program to engage their students with environmental issues. Twenty-seven of these institutions hosted **volunteer projects** either on or off campus, while 19 institutions presented **speakers or lectures** on environmental topics. Thirteen institutions offered sustainability competitions; most often, these focused on recycling, but others challenged students to reduce their energy use or to behave in other ways that promote sustainability.

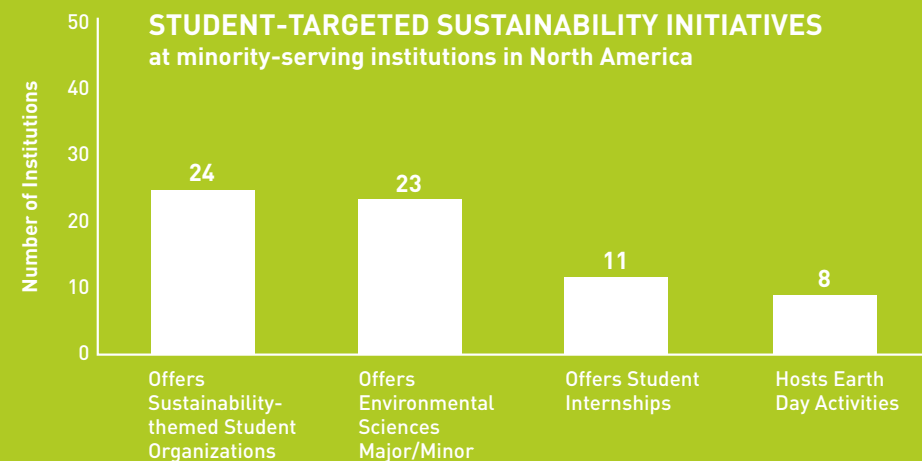
Eleven of our respondents offer **sustainability internships** for their students, giving them a chance to assist with research projects, green campus operations, or engage fellow students with environmental issues. Eight institutions reported hosting **Earth Day celebrations**.

College of the Menominee Nation engages its students to a high degree. Its programs include guest lectures, a sustainable-living fair (at which vendors are not permitted to use electricity) and participation in Recyclemania. It also offers students the opportunity to help measure energy use, analyze the campus waste stream and even create edible landscapes on campus.

Twenty-two of our respondent institutions have at least one **student organization** working on sustainability projects. At some of these institutions, that organization is the existing student government body, but most reported having at least one group dedicated to environmental issues. Delaware State University listed the greatest number of student organizations, with five groups that focus solely on sustainability.

Popular initiatives for students to address — whether through a group, through internships, or individually — are improving recycling (14 institutions) and working in an on-campus garden (eight institutions).

Institutions have also begun incorporating sustainability into their academic curriculum, with 23 of our respondent institutions offering either an academic major or minor in environmental science. (Eleven institutions offer only a major, seven offer only a minor and five have both.) In addition, of the 31 institutions with a graduate program, six reported offering environmental graduate degrees.



# TWENTY-TWO OF OUR RESPONDENT INSTITUTIONS HAD AT LEAST ONE STUDENT ORGANIZATION THAT WORKED ON SUSTAINABILITY PROJECTS.



## Transportation

Eighteen of our respondents feature at least one alternative-fuel vehicle in their campus fleets. The most common non-gasoline vehicles are electric carts or scooters (11 institutions), and hybrid cars (seven institutions). Los Angeles Trade-Technical College has the highest proportion of sustainable vehicles in its fleet: 28 of 38 vehicles are alternative-fuel — 23 electric, three biofuel and one hybrid. Spelman College's fleet is impressive, too, with a survey-leading 19 hybrid cars.

There are other ways to cut gasoline consumption. Institutions that provide **free transportation around campus or off campus** reduce students' need to bring cars to campus in the first place. More than half of our respondents (27 institutions) offer such transportation alternatives, usually in the form of shuttles or subsidized fares for local public transit. Seven institutions provide on-campus transportation, eight provide transportation to locations off campus, and 12 offer both.

Two of our institutions offer Web sites to connect carpoolers. Five institutions reported closing interior campus roads to traffic, in order to encourage a pedestrian-friendly campus. And one change to institution, Albany State, has found another way to get students walking: It gives them pedometers!



# LEADING IN GREEN: OVERALL SUSTAINABILITY LEADERS

We were thrilled to find that many of the institutions we surveyed have gone above and beyond in their efforts to become more environmentally friendly. We'd like to highlight a few institutions that feature comprehensive or distinctive programs in a wide range of areas. We hope that they can serve as examples and inspiration for their peers. Institutions that find themselves behind the sustainability curve can look online at the full profiles of these institutions, and consider implementing similar programs on their campuses. Profiles for these institutions and other information can be found at [www.uncfbuildinggreen.info](http://www.uncfbuildinggreen.info).

## Delaware State University —

- The university is a charter member of the Sustainability Tracking and Assessment Rating System (STARS), and is the only HBCU with a representative on the advisory board.
- Students work in an on-campus garden to grow food for the dining halls, and student interns work on campus projects.
- Students can also learn about sustainability through green tips in the campus newsletter, the Green Corner in the student newspaper, the annual Earth Week fair, and a monthly environmentally themed movie screening.
- Waste reduction methods include default double-sided printing and composting of pre- and post-consumer food scraps. Additionally, all freshmen are given reusable mugs that entitle them to beverage discounts.
- Lighting sensors are installed in all new construction.
- A green office competition encourages sustainability among employees.

## Hampton University —

- Hampton purchases environmentally friendly paper, appliances and electronics, and cleaning products.
- To combat climate change, geothermal heating systems will be used in new campus buildings, and the steam plant has begun using clean coal technologies while alternative sources of fuel are being researched.
- Recycling bins have been placed in every campus building to encourage people to recycle all traditional materials.
- Five student groups assist with sustainability efforts on campus.
- Hampton encourages sustainable transportation by providing a free shuttle service around campus; including hybrid and biodiesel vehicles, as well as bicycles in its fleet; and prohibiting freshmen and sophomores from registering cars on campus.

## Howard University —

- A green purchasing policy covers appliances, electronics, office supplies, paper products and lighting.
- Campus community members are engaged in sustainability efforts through environmental seminars and training sessions for staff members; daily e-mails with sustainability tips; and twice-yearly Earth Day celebrations.
- The university fleet has three hybrid vehicles.
- Recycling competitions are held in student residence halls and the university offers student sustainability internships.
- Dining halls serve fair-trade coffee, tea and bananas.
- Trays have been removed from dining halls, and discounts are given to those who use china instead of disposable containers.

## College of the Menominee Nation —

- Sustainability is a guiding principle at the college and is mentioned as an objective in the college's strategic plan.
- The college has a goal of being carbon-neutral and zero-waste.
- The Sustainable Development Institute, founded when the college itself was founded, hosts regular "visioning sessions" to gather input from the community about new projects the college should undertake

to make the campus more sustainable.

- An off-the-grid solar greenhouse and wind turbines introduce renewable energy to campus.
- Organic waste is composted with vermiculture methods.
- Students run a fair-trade coffee shop.
- One course project involved researching ways to green a community on the Menominee reservation and presenting the class's findings to tribal leaders.
- Free access is provided to Menominee public transit.

## Spelman College —

- Spelman is an environmental leader among HBCUs. It was the first HBCU to become a member of both the U.S. Green Building Council (USGBC) and the Association for the Advancement of Sustainability in Higher Education (AASHE). It was also the first UNCF Building Green Learning Institution.
- The campus features the first LEED-certified residence hall at an HBCU, which hosts a living-and-learning community that encourages eco-friendly lifestyles.
- Four other buildings are being renovated to meet LEED Silver standards.
- The Science Center has undergone many energy reduction retrofits, including a dashboard that displays real-time energy use.
- The college uses condensate from HVAC systems to water flowerbeds and is planning to install a well for irrigation.
- The facilities department hires students to assist with its extensive recycling program.

## University of Guam —

- The university has a purchasing policy for energy-efficient light bulbs, Energy Star appliances and green cleaning products. The university also has a strict no-Styrofoam product policy.
- Strategies to reduce energy use include installing LED lights along campus walkways; assigning energy officers in each building to shut off lights and monitor the buildings' energy consumption; and hosting energy-reduction competitions among offices as well as residence halls.
- Cardboard, paper and food waste are all composted on campus.
- A carbon-neutral building is being planned, which will be powered by solar panels and wind turbines.
- The university plans to catch and recycle rainwater from the roofs of many campus buildings.
- The university is also investigating capturing the Pacific Ocean's thermal energy.

## University of Texas - Pan American —

- Eight building and renovation projects that will meet LEED Silver standards are now in progress. These buildings will join a green building already on campus.
- A solar array on the engineering building is incorporated into the curricula of multiple courses. Wind turbines are also being designed in a campus lab to provide energy for the university.
- A communications class project has students creating campaigns to raise awareness on sustainability.
- To reduce waste, the university refurbishes unwanted office furniture and equipment, composts yard waste and has centralized its printing.
- Alternative transportation is encouraged by creating bike lanes, providing students and employees with free passes on city buses, and connecting students who want to carpool.

## University of Texas - San Antonio —

- There are 36 buildings on campus that meet LEED specifications with four more under construction. All new buildings are being designed to meet LEED Silver standards.
- To save water, all campus buildings have been retrofitted with low-flow fixtures, water condensate from HVAC systems is collected and reused, and a fountain on campus uses ground water.
- A cogeneration plant produces electricity and heat for the university.
- Energy audits are regularly performed on campus buildings, and mechanical systems are tuned up every semester.
- Students can decide which environmental projects to fund with a recently implemented green fee.
- Anyone with a university ID can ride public transportation to the downtown campuses for free.

## EXCELLENCE IN SPECIFIC CATEGORIES

Some of our respondents boast extensive or innovative efforts in specific areas. These institutions, also, deserve to be applauded for their initiatives:

**Cedar Valley College** — A series of sustainability workshops, on topics ranging from green living to rainwater harvesting, raise awareness about sustainability. Cedar Valley is also considering consolidating weekend classes into two buildings, instead of eight, to save energy.

**Clark Atlanta University** — Requires official LEED certification for all new building.

**Coppin State University** — Students are involved in research projects to analyze the effect of coal-burning refineries on soil and to improve the efficiency of solar fuel cells. The university also worked with HP engineers to design a computer that is Energy Star compliant, and it has purchased battery-powered police transport vehicles.

**Dillard University** — After receiving a one-year sustainability grant, Dillard allocated resources to release a professor from part of her teaching duties, enabling her to serve as the university's director of sustainability. The director raised environmental awareness on campus and began assessing Dillard's carbon footprint. The institution has also initiated its own recycling program, since New Orleans does not offer citywide recycling. Students have worked to replace incandescent light bulbs with CFLs throughout the local community.

**El Centro College** — The college is planning to install windmills on campus that will generate 15 percent of its electricity needs. It also provides free public transportation passes to its students.

**Elizabeth City State University** — The university has installed building-wide energy dashboards in half of campus buildings, to allow occupants to view their real-time energy use, while the Center for Green Research and Evaluation works to connect the university, local businesses and non-profits to create green jobs.

**Florida Agricultural and Mechanical University** — The university is a leader in recycling, accepting all traditional materials, electronic waste and used oil. The campus also hosts a move-out donation event at the end of every semester, competes in Recyclemania and has won a local aluminum recycling competition. The university is also considering a policy that would curtail unnecessary idling of motor vehicles.

**Lane College** — the college has recently purchased 46 acres of farmland to engage students with sustainable agriculture concepts.

**Los Angeles Trade-Technical College** — Students, trained in ways to save energy, work with administrative departments to implement energy-reduction and sustainability programs. The institution is also conducting research, forums and training programs to help students find green jobs.

**North Carolina Agricultural and Technical State University** — Students are working on creating a rain garden to purify storm-water runoff; they're also improving the institution's recycling program and exploring the option of generating renewable energy on campus. Class projects deal with pollution control and sustainable design.

**Tougaloo College** — The wood floors, beams and other building materials from a recently demolished building are being saved for reuse in new construction projects on campus.

**University of New Mexico - Taos** — The university generates solar energy on campus for hot water and electricity. It has also purchased wind power and includes energy-saving tips in a newsletter.

**University of Texas - El Paso** — To teach students a potential use of renewable energy, the institution hosts a hot-dog cook-off contest for which the participants must use only solar energy. Meanwhile, 10 vehicles in the university's fleet are fueled with biodiesel, and the university is constructing a green roof.

## A FEW CONCLUDING THOUGHTS

This survey — in many respects, the first of its kind — has enabled us to identify the areas in which MSIs are making strong efforts to promote sustainability. It's impressive, for example, that 37 percent of our respondent institutions have signed the Presidents' Climate Commitment; that 60 percent have green buildings already on campus or under construction; and that 90 percent have installed at least one energy-efficient technology.

It's impressive, too, that nearly all our respondent institutions have at least a small recycling program, five out of six host at least one student-engagement program, nearly two-thirds offer local foods, and more than half offer transportation options.

Perhaps the most salient point to take away from this MSI Green Report is this: In many cases where sustainability efforts are lacking, it's not for lack of motivation or drive; it's for lack of resources. The number of institutions that said that they were "considering" or would be "willing to consider" specific initiatives shows the interest, and the potential, if not yet the performance.

### So how do we close the gap between potential and performance?

15 institutions in our survey — just over a quarter of our respondents — have dedicated sustainability staff. Having such staff would make a large difference in an institution's ability to bring about these vital changes, but hiring such staff takes money that many institutions may not have. Indeed, when asked to identify the type of outside assistance that would be most helpful in furthering campus sustainability, 50 out of our 52 respondent institutions named funding.

Nonetheless, looking to the MSI sustainability leaders, and marveling at how much they have accomplished, provides a hint of the possibilities at all MSIs. Many of these sustainability leaders labor under the same difficulties, financial and otherwise, that hamper the rest of the MSIs — and yet they have managed to make great strides.

Achieving sustainability at MSIs is challenging, and it will remain challenging. It will require making the extra effort to identify and pursue potential sources of grants and other assistance. This is never easy work, but it is far from impossible.

“It is no longer sufficient for any college to simply produce clever graduates fluent in speech and able to argue their way through; but rather, honest graduates who can be trusted in public and private who are sensitive to the wrongs, sufferings and the injustices of society and who are willing to accept responsibility for correcting the ills.” — Dr. Benjamin E. Mays

One of today's — and tomorrow's — ills that most clearly needs correcting is the ecological imbalance of our increasingly fragile planet. Producing the kinds of graduates who will discover those solutions is in keeping with the mission of historically black, Hispanic-serving, and tribal colleges and universities. And leading these students by our own example on our own campuses — that's something minority-serving institutions colleges and universities have been doing for generations.

## Acknowledgments

The MSI Green Report would not have been possible without the contributions of the Sustainable Endowments Institute (SEI)'s founder and director, Mark Orłowski. His willingness to partner with us, and his passion for advancing sustainability in higher education, helped to shape our efforts into a comprehensive and valuable project that can be repeated annually.

We are indebted to the entire team at the SEI, particularly Emily Flynn, who worked for months to collect all the data, answer questions from administrators and write the institution profiles. Rebecca Caine guided the report skillfully into a polished, detailed publication. Thanks also to Christina Billingsley for her help in tying up the project's loose ends.

We would like to express our appreciation to all of the administrators and staff from the individual institutions that participated in the survey. The hours they spent over the course of the data collection process have helped ensure that colleges and universities across the country will give increased attention to sustainability initiatives — regardless of their demographics or endowment size.

Finally, special appreciation is extended to Darryl Ann Lai Fang, our Building Green Program Assistant.

## Methodology

Data collection for the MSI Green Report was conducted by the SEI from August to October 2010. The 103 institutions that participated in UNCF's Building Green Learning Institutes in Atlanta, Minneapolis and San Antonio during the spring and summer of 2010 were invited to complete the survey for inclusion in the report. (Three other institutions that had expressed interest in green building initiatives, but did not attend the UNCF Learning Institutes, were also included.) Contacts to whom the survey was sent were identified based on lists of attendees from these workshops, as well as lists of institution facilities and physical plant staff members.

A link to an online survey was then e-mailed to contacts at each institution. Follow-up consisted of at least three efforts, including e-mail and phone, to ensure receipt of the survey.

The survey asked about a variety of sustainability initiatives in seven categories. Institutions completing the survey were asked to report on all sustainability initiatives, policies and programs that they had implemented or were planning to implement. Topics addressed in the survey are based on trends in college sustainability observed in SEI surveys of other institutions across the U.S. and Canada.

In addition to survey responses, additional contact was made including e-mail and phone calls with follow-up questions to clarify or complete information about reported programs. Additional research to supplement survey data included a scan of institution Web sites, the U.S. Green Building Council and the Presidents' Climate Commitment reporting tool. Apparent discrepancies in the survey data were fixed or removed before statistics were calculated.

A total of 52 institutions responded to the survey, for a response rate of approximately 50 percent. These 52 institutions represent 24 states, plus the commonwealth of Puerto Rico and the territory of Guam. Together, they educate more than a quarter-million students annually. Every institution that responded was given a profile in the online version of our report showcasing all of its major sustainability initiatives. The MSI Green Report does not grade or rank institutions; rather, it aims to promote increased attention to sustainability principles and planning at all MSI campuses. The aim of this publication is to spark a larger dialogue about the sustainability movement at all levels of higher education.

## Creative Collaboration

The UNCF Building Green Initiative works to advance MSI campus-wide sustainability by providing technical assistance, education, networking opportunities and access to resources.

The MSI Green Report was commissioned by the UNCF Building Green Initiative and the Sustainable Endowments Institute. SEI publishes the annual College Sustainability Report Card, which grades colleges and universities across the United States and Canada on their green initiatives. As with most college sustainability-rating tools, however, SEI's Report Card has focused primarily on institutions with large endowments and vast resources.

UNCF sought to commission in a special project that would, for the first time, bring to light the state of sustainability at a set of smaller, and often-overlooked, institutions. More than 100 minority-serving institutions that had attended Building Green Learning Institute were invited to participate in the Green Report research; over half, or 52, completed the 39-question survey between August and October of 2010.

## Advancing Sustainability

The Kresge-funded UNCF Building Green Initiative is a program of the UNCF Building Green Initiative Facilities and Infrastructure Enhancement Program. The initiative features Building Green Learning Institutes, a growing online network and technical assistance workshops for MSI administrators, faculty and students. Among the topics addressed by UNCF's efforts are incorporating sustainability into campus operations, financing green building, installing energy-efficient and renewable energy technologies and designing courses with environmental themes.

The UNCF Building Green Initiative aims to increase the number of campus buildings at MSIs that adhere to LEED standards. A second goal is to increase the number of MSIs that have signed the American College and University Presidents' Climate Commitment. Partners in the UNCF Building Green Initiative include American Indian Higher Education Consortium, Hispanic Association of Colleges Universities, Thurgood Marshall College Fund and Second Nature.

**THE AIM OF THIS PUBLICATION IS TO SPARK A LARGER DIALOGUE ABOUT THE SUSTAINABILITY MOVEMENT AT ALL LEVELS OF HIGHER EDUCATION.**

## Top 10 Categories

Institution	Has a Sustainability Policy or Plan	Signed the ACUPCC	Has an Exclusively Sustainability Committee	Has a Green Purchasing Policy in Place/in Progress	Incorporates Sustainability into Campus Master/Strategic Plan	Has a Green Building Policy in Place/in Progress	Has LEED-Certified Buildings	Generates Renewable Energy	Recycles All Traditional Materials Including Plastic	Purchases Local or Organic Food for Dining Hall
Alamo Colleges		•				•		•	•	
Albany State University						•			•	
Bennett College for Women		•			•			•	•	
Blackfeet Community College							•			
Cedar Valley College	•	•	•	•	•	•		•		
Clark Atlanta University			•			•	1		•	
Clayton State University	•								•	
College of Menominee Nation	•	•	•					•		
Coppin State University	•	•	•	•		•		•		
Delaware State University		•	•	•		•			•	
Dillard University		•	•						•	
Dine College										
Ecumenical Theological Seminary									•	
El Centro College		•	•					•		
El Paso Community College		•	•	•						
Elizabeth City State University	•	•		•		•		•		
Fisk University		•	•							
Florida Agricultural & Mechanical University			•		•				•	
Hampton University	•		•	•	•	•		•	•	
Harris-Stowe State University								•		
Haskell Indian Nations University						•			•	
Howard University			•	•					•	
Huston-Tillotson University		•							•	
Inter-American University of Puerto Rico										
Interdenominational Theological Center	•	•		•	•				•	
Jarvis Christian College					•				•	
Keweenaw Bay Ojibwa Community College					•					
Lane College				•		•			•	
Leech Lake Tribal College				•	•	•	•	•		
Little Big Horn College						•				
Los Angeles Trade-Technical College	•	•				•	2			
Morehouse College		•	•						•	
Nebraska Indian Community College										
New Jersey City University									•	
North Carolina Agricultural & Technical State University			•	•		•				
Rust College										
Saint Augustine's College		•							•	
Saint Paul's College									•	
Spelman College		•	•		•	•	1	•	•	
Stillman College										
Talladega College								•		
Tougaloo College			•						•	
United Tribes Technical College		•		•		•	•		•	
University of Guam	•		•	•		•				
University of New Mexico – Taos		•				•	•			
University of Texas – El Paso	•			•		•				
University of Texas – Pan American	•		•			•	•			
University of Texas – San Antonio	•		•	•	•	•	•		•	
Voorhees College				•		•			•	
White Earth Tribal & Community College										
Wilberforce University									•	
Winston-Salem State University	•					•			•	

THESE 52 INSTITUTIONS REPRESENT 24 STATES, PLUS THE COMMONWEALTH OF PUERTO RICO AND THE TERRITORY OF GUAM. TOGETHER, THEY EDUCATE MORE THAN A QUARTER-MILLION STUDENTS ANNUALLY.



FELICIA M. DAVIS, DIRECTOR  
 RICK HOROWITZ, EDITOR  
 REBECCA CAINE, EDITOR

UNCF Institute for Capacity Building  
 Facilities and Infrastructure Enhancement Program  
 229 Peachtree Street, NE  
 Suite 2350  
 Atlanta, GA 30303