



# III. PRESIDENTS AND EXECUTIVE OFFICERS

## Key Findings<sup>2</sup>

### Environmental Programs Fit in with Campus Culture, Values

- ✿ A solid majority of presidents agree that environmental values go hand in hand with the values of their esteemed colleges and universities. A near majority of schools have found environmental programs to be good public relations tools and many college and university decision-makers note that these programs are cost-effective and can even be helpful in recruiting students.

### Setting and Reviewing Environmental Goals a Common Practice

- ✿ A majority of schools currently set and review goals to conserve energy, to factor environmental performance in the design of buildings, and to reduce solid waste, as well as maximize recycling. Near majorities have goals for protecting natural habitats, purchasing environmentally sound goods, reducing pollution, and conserving water. Some schools even set goals for making environmentally sound investments and purchasing organic foods.

### Put That in Writing! — Many Colleges and Universities Already Have

- ✿ The commitment that many campuses have made to increased environmental planning and responsibility is not merely flimsy rhetoric. A large group of schools currently have written policies designed to improve energy conservation, environmental performance in the design of buildings, and recycling efforts. Overall, nearly half have or plan to have written policies promoting environmental responsibility, while many also have or plan to have written policies promoting environmental responsibility as part of their academic mission.

<sup>2</sup> Results in this section are based on the return of 471 surveys from college or university presidents or key policy decision-makers and have a margin of error of plus or minus four percent. These 471 colleges and universities include 329 four-year and 142 two-year schools, and 254 are public while 217 are private.

## Campuses Hire Professionals to Handle Environmental Matters

- ✿ Another way American colleges and universities have stepped up efforts to improve the handling of environmental matters is to hire staff to tackle important issues and implement programs. A majority of colleges and universities have hired a recycling coordinator, while many have also hired an energy conservation coordinator, a full-time administrator to deal with environmental issues beyond compliance, and even a green purchasing coordinator.

## Future Environmental Programs Face Roadblocks Ahead

- ✿ While colleges and universities have increased efforts to improve campus environmental performance, problems still abound. A strong majority of presidents cite inadequate staff time, more pressing campus needs, and inadequate funding as concerns in the expansion of environmental programs. In addition, few schools report having any environmental orientation for faculty, students, or staff or plan on doing so in the future—one of the biggest missed opportunities we have found. Moreover, just a small number of colleges and universities have either systems for accountability or environmental councils of any kind.

## Giving Credit Where Credit is Due

- ✿ While many colleges and universities are showing real commitment to greater environmental performance on their campuses, some stand out from the rest. These schools, listed further on in the report, have taken extraordinary measures in protecting the environment on their campuses. Their efforts have included setting goals and establishing written policies in multiple areas, ranging from recycling and conserving energy to protecting natural habitats and purchasing organic foods.

# Reasons Schools Develop and Implement Environmental Programs

## Role of Various Factors in the Development of Environmental Programs

	TOTAL	2-YEAR DEGREE	4-YEAR DEGREE
Feel environmental programs fit in with the culture and values of the campus	64%	59	67
Have found environmental programs are good public relations	47	39	52
Have found them to be cost-effective	40	39	41
Have found environmental programs help recruit students	17	11	20

Why do schools offer environmental programs? A key reason, according to a majority of college presidents (64%), is that environmental programs fit the culture and values of campus life. College presidents also cite environmental programs as good public relations tools (47%) and as cost-effective programs (40%). Some select schools, almost two in 10 (17%), even say that offering environmental programs helps them recruit students. Public relations and student recruiting are cited more by four-year schools than two-year schools.

## Role of Various Factors in Shaping Environmental Programs

	TOTAL	2-YEAR DEGREE	4-YEAR DEGREE
Government regulations	60%	66	56
Student interest	47	29	56
Faculty interest	49	42	43
Staff interest	50	42	54
Alumni interest	8	7	8

## When Environmental Programs Began

	ALL SCHOOLS
Were started within the past year	16%
Were started within the past five years	40
Were started more than five years ago	30

Another motivating factor is government regulations. A majority of presidents (60%) say that government regulations have played a role in shaping their environmental programs. Government regulations play a much greater role in public schools (73%) than private ones (46%). In addition, near majorities say that staff (50%), faculty (49%), and student interest (46%) motivate their schools to implement environmental programs. Just 8 percent of college and university presidents say alumni interest has played an important role in encouraging their campuses to implement environmental programs. Student, faculty, and staff interests are a larger factor at four-year schools, while government regulations play a larger role at two-year schools.

Many campus environmental programs came about relatively recently. On average, more than half (56%) of campus environmental initiatives were started in the past five years, including 16 percent that were started within the last year. An average of 30 percent of environmental programs commenced more than five years ago.

## Written Environmental Policies

### Types of Written Policies Schools Have

	TOTAL	2-YEAR DEGREE	4-YEAR DEGREE
<b>Promote environmental responsibility</b>			
Currently have	27%	23	30
Plan to have	16	14	17
Don't Have	54	62	49
<b>Environmental responsibility part of the academic mission</b>			
Currently have	21	14	24
Plan to have	13	12	14
Don't Have	61	71	56

For many schools, environmental protection fits well into their culture and values and they set goals and put policies in writing which reflect that. Presidents were asked about two types of general written commitments: promoting environmental responsibility and including environmental responsibility as part of the academic mission. More than four in 10 schools (43%) either have a written commitment to promote environmental responsibility or have plans to develop one.

### Goals Set for Improving Environmental Responsibility

	TOTAL	2-YEAR DEGREE	4-YEAR DEGREE
Conserving energy	64%	57	67
Environmental performance in the design of buildings	64	57	68
Reducing solid waste & maximizing recycling	56	53	58
Protecting habitats	47	41	51
Purchasing environ. sound goods	47	39	51
Reducing pollution	44	32	50
Conserving water	41	29	47
Making environmentally responsible investments	29	27	30
Purchasing organic food	9	2	12

Many schools also have written declarations promoting environmental protection as part of their academic mission. Over three in 10 (34%) colleges and universities either have a written declaration that educating students about environmental responsibility is part of their academic missions, or plan on developing one in the future. Four-year schools are more likely to have or plan to have these broad written policies than two-year schools.

## Written Policies for Improving Environmental Responsibility

	TOTAL	2-YEAR DEGREE	4-YEAR DEGREE
Conserving energy	37%	28	42
Environmental performance in the design of buildings	37	29	41
Reducing solid waste & maximizing recycling	40	33	44
Protecting habitats	23	17	27
Purchasing environ. sound goods	22	12	27
Reducing pollution	24	11	31
Conserving water	21	11	25
Making environmentally responsible investments	15	10	18
Purchasing organic food	5	1	7

Many schools have written policies or standards that cover a range of environmental concerns from energy conservation to recycling to protecting natural habitats. Even more schools, while not formalizing their environmental policies in writing, do regularly set and review their environmental goals. Schools are most likely to have written policies and review goals for conserving energy and the environmental performance in the design of buildings, two activities that most directly affect the financial bottom line. Colleges are also more likely to perform the highly visible task of reducing solid waste and maximizing recycling. Other activities that receive attention from many school policy makers include protecting natural habitats, purchasing environmentally sound goods, reducing pollution, conserving water, and even making environmentally sound investments.

Four-year schools are more likely to both set and review goals and have written policies for these activities. In terms of setting goals, four-year schools are more likely to set goals for conserving water, reducing pollution, purchasing environmentally sound goods, purchasing organic foods, and environmental performance in the design of buildings. Four-year schools are more likely to have written policies than two-year schools in every area.

## Schools with Goals and Written Policies to Buy Organic Foods in All Campus Units

(Schools listed alphabetically)

- Bates College
- College of the Atlantic
- New Mexico State University at Carlsbad
- Northland College
- Union Theological Seminary

In addition, some exceptional schools purchase organic food. Not only has this select group of colleges set goals for purchasing organic foods, they are also currently purchasing organic foods in all campus units. These colleges are located across the country, with schools on both the East and West coasts and in both the North and the South.

## Plans to Set More Goals and Create Written Policies for Environment

	WRITTEN POLICIES	SETTING GOALS
<b>Percent who plan to do more towards setting goals and establishing written policies</b>		
Reducing solid waste and maximizing recycling	18%	25
Conserving energy	19	24
Environmental performance in the design of buildings	16	18
Reducing pollution	14	15
Protecting natural habitats	13	14
Purchasing environmentally sound goods	12	13
Conserving water	15	17
Making environmentally responsible investments	8	10
Purchasing organic food	4	5

While a lot is going on in schools at the policy level, more can be done to encourage future development of goals and written policies. One in four schools or fewer say they plan to develop written policies or regularly set and review environmental goals for their campus. In terms of written policies, conserving energy and reducing solid waste and maximizing recycling comprise the activities for which campuses are most likely to do more. In all the other areas, schools have diminished intentions for more activities. Few schools plan on doing more to set and review goals. A quarter of campuses indicate that they plan to do more in recycling and conserving energy. Fewer schools plan to do more in the design of buildings, conserving water, reducing pollution, protecting natural habitats, purchasing environmentally sound goods, and making environmentally responsible investments. Almost no schools plan to do more in purchasing organic food. No differences exist in the likelihood to set and review goals in these areas among schools that currently accomplish these tasks and the ones that don't.

## Colleges and Universities That Have Taken the Lead on Environmental Goals and Policies

### **Leading Schools for Environmental Goal-Setting and Environmental Policies**

**(Schools listed alphabetically)**

Bates College  
Clackamas Community College  
College of the Atlantic  
Duke University  
Mississippi State University  
Oral Roberts University  
Paul Smith's College of Arts and Sciences  
Saint Francis College  
Slippery Rock University of Pennsylvania  
Union Theological Seminary  
University of Texas-Pan American  
Warren Wilson College

Schools of all shapes and sizes have made commitments to environmental responsibility, but there are some noteworthy ones that have gone to particularly great lengths to ensure that the environment is part of their planning process. These schools have established a written declaration of commitment to environmental responsibility and have a written declaration that educating students about environmental responsibility is part of their academic mission. What's more, these schools have taken the lead in setting and reviewing goals and writing policies and standards for conservation and environmental issues. Schools that have made a special effort towards this planning process are located throughout the US and vary both in terms of size and the type of degree (4-year vs. 2-year) that they offer.

## **Leading Schools for Doing More with Goals and Written Policies for Environment**

**(Schools listed alphabetically)**

Albany State University

Aquinas College

Bemidji State University

Cal Tech — Pomona

Carteret Community College

Hellenic College

Kean University

Lane Community College

Northwest College

Northwest Indian College

North Carolina Wesleyan

Oberlin College

Pensacola Junior College

Rust College

Saint Louis University

SUNY — Stony Brook

Mercer County Community College

Warren Wilson College

There is another elite group of colleges and universities that are especially committed to doing more towards setting goals and creating written policies on environmental responsibility. Although some of these colleges have already taken steps towards establishing environmental policies and reviewing their goals, other colleges in this group have not yet begun to set environmental goals for their campuses. Again, this is a diverse group of schools both with regard to size and the type of degree that the schools offer. These schools are located in the East, Midwest, South and West, with each region holding similar representation.

## Environmental Personnel on Campus

### Staff Responsible for Handling Environmental Issues

	CURRENT	FUTURE
<b>Percent who have each type of staff member or plan to have one in the future</b>		
A recycling coordinator	51%	5
An energy conservation coordinator	36	6
A full-time administrator who manages environmental issues beyond regulatory compliance	21	6
A green purchasing coordinator	7	6

Many schools have hired people to head specific environmental tasks. A majority (51%) of schools have a recycling coordinator; while close to four in 10 (36%) have an energy conservation coordinator. Another 21 percent have a full-time administrator who manages environmental issues beyond regulatory compliance, and some schools (7%) even have a green purchasing coordinator. The challenge will come in encouraging schools that don't have these personnel to hire them. Only 6 percent plan to do more in employing energy coordinators, full-time administrators to deal with environmental issues, and green purchasing coordinators, and only 5 percent plan to do more in hiring a recycling coordinator.

# Schools That Have Taken the Lead on Hiring Environmental Personnel

## **Leading Schools for Employing Environmental Administrators and Coordinators** (Schools listed alphabetically)

Aquinas College

Bemidji State University

College of Lake County

Dartmouth College

Idaho State University

Indiana State University

New Mexico State University at Carlsbad

SUNY Institute of Technology at Utica-Rome

University of Oregon

University of Rochester

University of Vermont

Warren Wilson College

Worcester State College

Although most schools have made some efforts toward hiring personnel who deal with environmental issues, there is an elite group that have been particularly aggressive in this area. These colleges and universities commonly have a full-time administrator who manages environmental issues beyond regulatory compliance and coordinators in charge of recycling, energy conservation, and green purchasing. They are located mostly in the Northeast and Midwest, although some are located in the West and South.

# Challenges to Expansion of Environmental Programs

## Challenges to Expanding Environmental Programs

ALL SCHOOLS

### Percentage of schools rating each as one of the biggest or a key challenge

Inadequate staff time	69%
Concern that other campus needs are more pressing	69
Inadequate funding	63
Inadequate information about what problems to address and/or what strategies to implement	30
Concern that environmental programs are not cost-effective	31
Disagreement about what problems to address and/or what strategies to implement	16
Lack of commitment among mid-level managers in key departments	23
Lack of faculty and staff interest in participating in environmental programs	23
Lack of commitment among top-level administrators	22
Lack of student interest in participating in environmental programs	22

Schools face a number of challenges to expanding their environmental programs. Most are resource based, including inadequate staff time (69%), other campus needs taking higher priority (69%), and inadequate funding (63%). Fewer presidents say that concerns about the cost-effectiveness of environmental programs (31%) and inadequate information about what problems to address and/or what strategies to implement (30%) are the biggest or key challenges. Less than two in 10 (16%) consider disagreement about what problems to address and what strategies to implement the biggest or a key challenge.

Lack of commitment among staff, faculty, and students does not rate as a major challenge in the expansion of environmental programs. Slightly more than two in 10 presidents consider the lack of com-

mitment among mid-level managers in key departments, lack of faculty and staff interest in participating in environmental programs, lack of commitment among top-level administrators, and lack of student interest in participating in environmental programs as the biggest or key challenges to expanding environmental programs. Public schools rate the lack of faculty and staff interest in participating in environmental programs (27%) higher than private ones (18%).

## Orientation and Accountability

### Current or Future Environmental Orientation Programs

	CURRENT	FUTURE
<b>Percent who offer various orientation programs and have plans to do more in the future</b>		
Students	13%	9
Staff	13	11
Faculty	11	11

Areas for improvement include offering orientation programs, creating systems for accountability, and establishing environmental councils. Only a small group of campuses offer orientation sessions on campus environmental programs to students (13%), staff (13%), or faculty (11%), with a similarly small number planning to do more in the future. Four-year colleges and universities are more likely than two-year schools to offer students an orientation session about campus environmental programs. A similar percentage of two- and four-year schools offer orientation programs for staff and faculty.

Likewise, only a few schools have systems for accountability. Currently, fewer than one in 10 (8%) hold campus units accountable for environmental performance through incentives, and/or penalties. Almost eight in 10 (78%) do not hold campus units accountable while 14 percent do not give an answer. Public schools and four-year institutions require more accountability than their private and two-year counterparts. Few colleges and universities (8%) have future plans to do this. Schools that currently hold all campus units accountable for meeting environmental standards show more desire to do so in the future than schools that currently have no accountability system. Those most likely to hold units more accountable include large schools and schools with large research budgets.

**Schools with Environmental Accountability Standards in All Campus Units** (Schools listed alphabetically)

- Bemidji State University
- Columbia University
- Life Chiropractic College West
- Marine Corps University
- New Mexico State University at Carlsbad
- Santa Ana College
- State University of New York at Albany
- Sul Ross State University
- The Ohio State University Newark Campus
- University of Colorado at Colorado Springs
- University of Nebraska at Omaha
- University of North Texas

**Percentage of Schools That Have an Environmental Council or Task Force**

	TOTAL	2-YEAR DEGREE	4-YEAR DEGREE
Have an environmental council or task force that does not include students	6%	6	6
Have an environmental council or task force that does include students	18	12	21
Do not have any environmental council or task force	64	71	64

In terms of environmental councils, fewer than one in 10 presidents (6%) say they have an environmental task force or council that does not include students, 18 percent have an environmental task force or council that includes students, 64 percent do not have any environmental task force or council, and 12 percent do not give a response to this question. The largest schools show a greater propensity to have a council. More schools in the East have them than do schools in the South. Schools with large research budgets show a greater likelihood to have councils than those with smaller or no research budget, as do four-year schools compared with two-year schools.