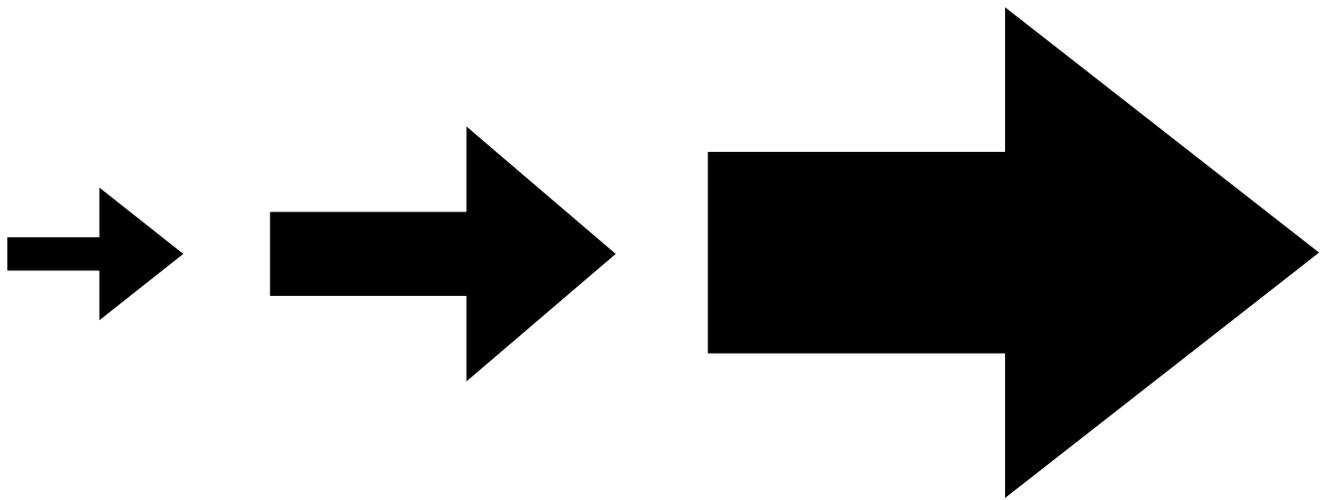
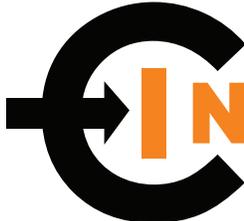


RAISE THE FUNDS

CAMPUS ACTION TOOLKIT



Published by:

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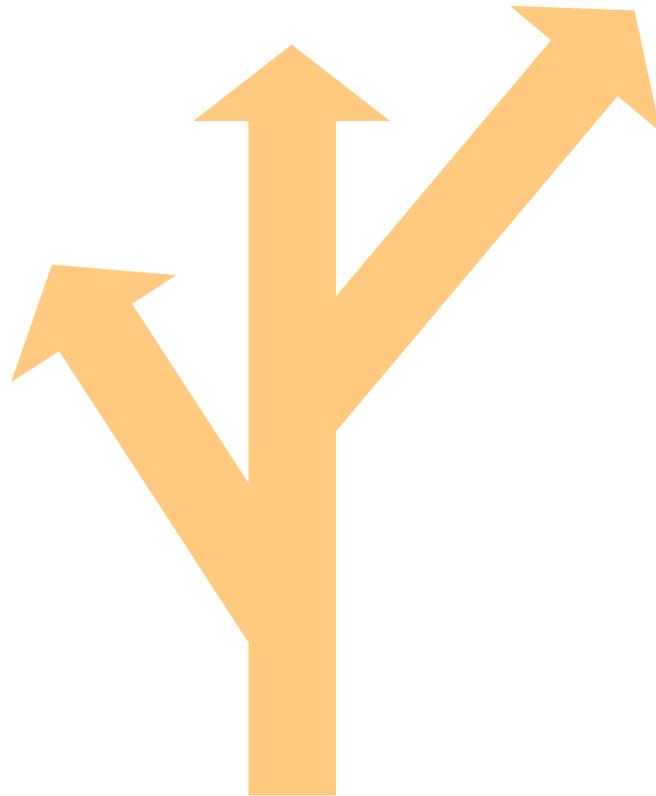
Empowering Student Innovation in Sustainability

With Support From



RAISE THE FUNDS

CAMPUS ACTION TOOLKIT



**A STUDENT AND ADMINISTRATOR'S
GUIDE TO FUNDING MECHANISMS
FOR CAMPUS SUSTAINABILITY INITIATIVES**

Published by:
Campus  Power

Empowering Student Innovation in Sustainability

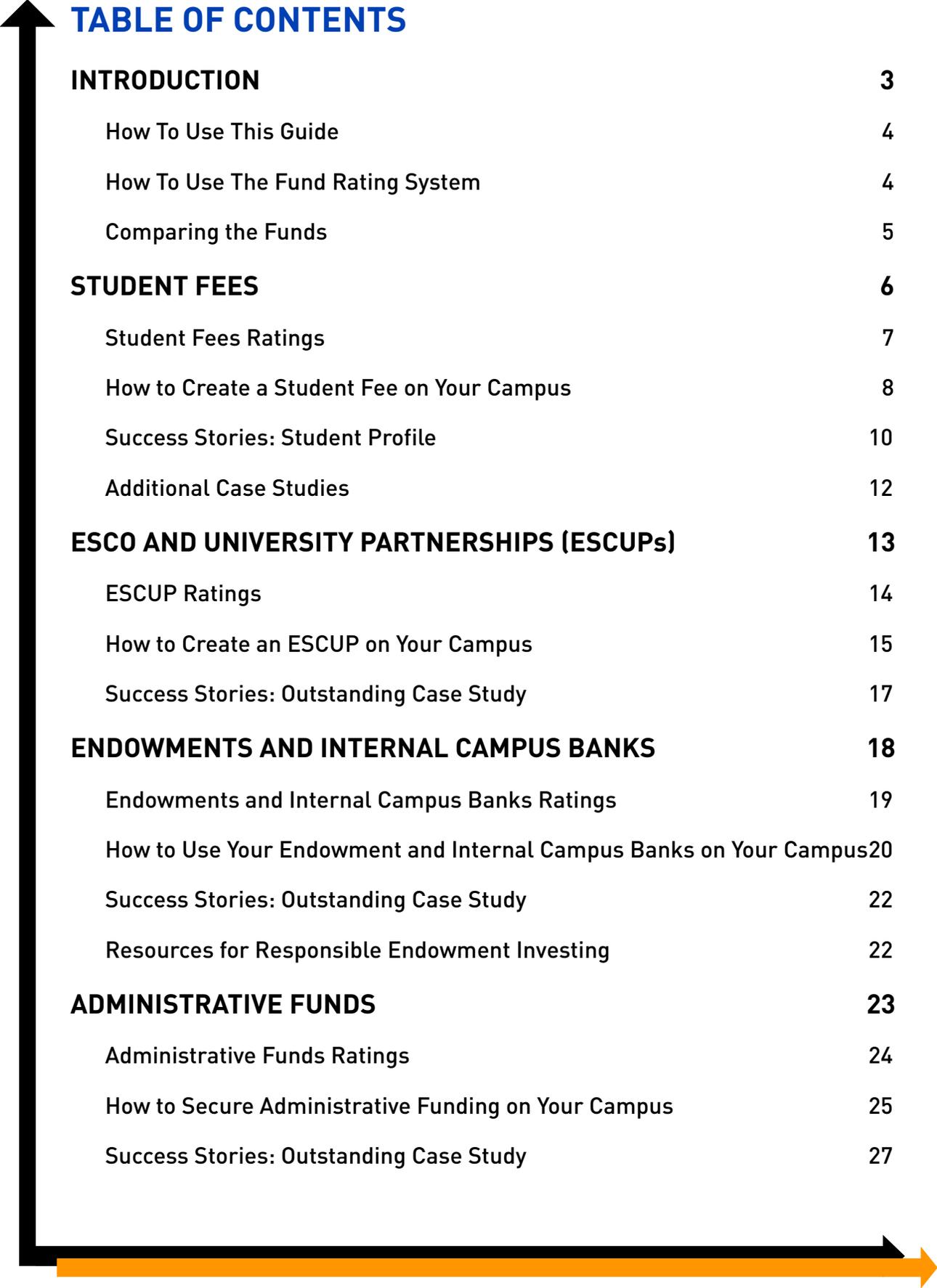
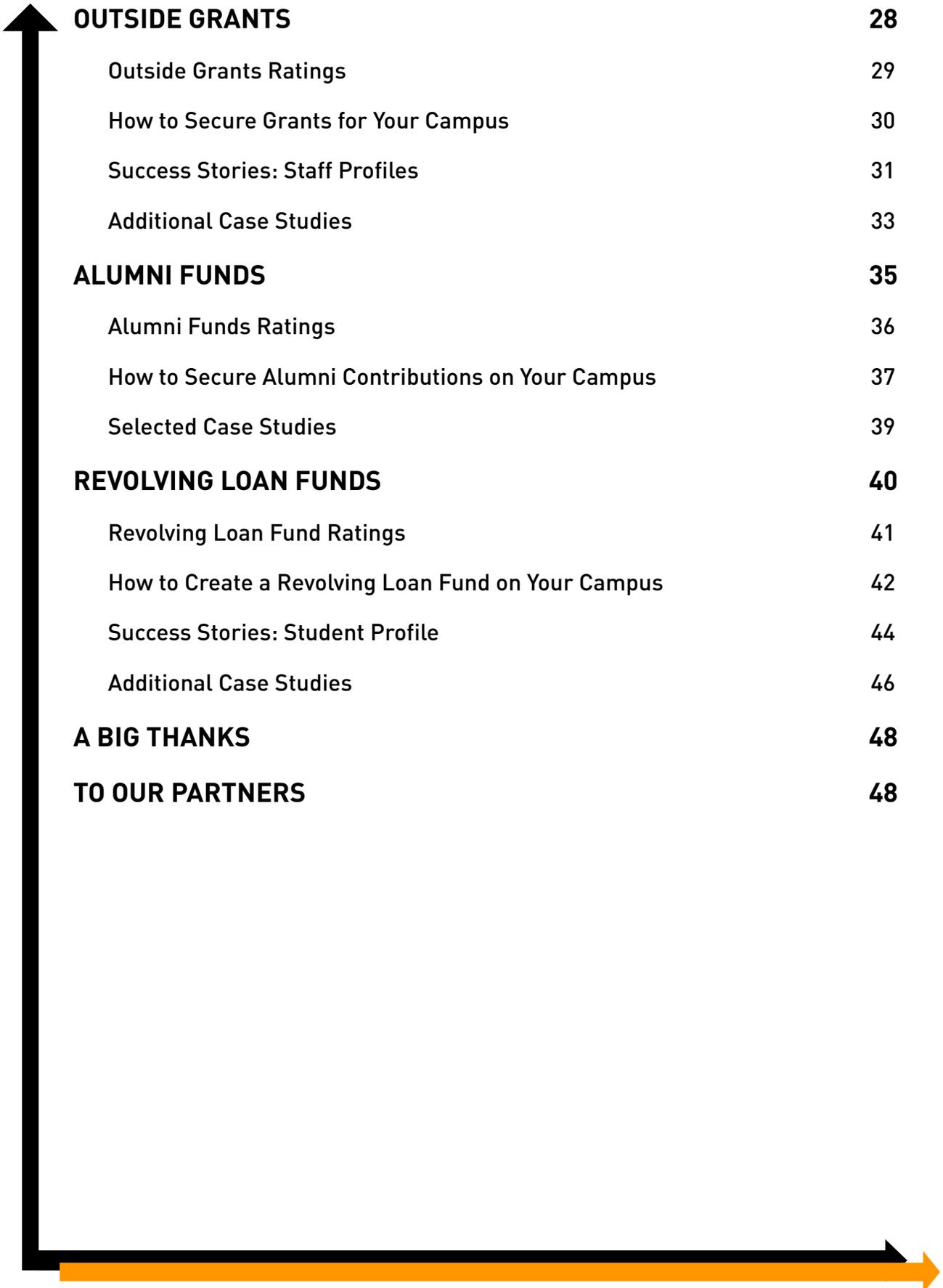


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INTRODUCTION



WHAT IS “RAISE THE FUNDS”?

Raise the Funds is a brand new action guide to help college students across the country design and create large campus funds. It offers 7 unique models for creating funds, ranging from the tens of thousands to several million dollars each.

BUT WHAT EXACTLY CAN A FUND, FUND?

Whatever improvements your campus needs! We advocate the use of student-initiated campus funds to tackle the next generation of clean energy deployment, green infrastructure investment and educational transformation on your campus. Campus funds make large-scale projects, such as upgrades and technology investments that are currently out of the budget range of the administration, finally possible. And because they're student initiated, the funds are usually student-controlled, meaning students are empowered to truly affect change on their campus.

FUNDING MECHANISMS: A PREFACE

It is essential that university campuses and students play a central role in the national transformation to the clean energy economy. As centers of intellectual power, campuses are on the forefront of cultural and technological change – we are where innovation is born and future engineers and scientists gain the skills to change the world. Our campuses should be living laboratories: models to the nation of a just and sustainable future.

Innovative campus sustainability and energy projects are integral to our mission as change-makers. These projects work to propel our institutions of higher education forward as leaders in clean energy and empower ourselves to create the solutions needed to rise to America's energy challenge. But it takes more than ideas to inspire action – it also takes money.

This guide addresses the importance of effective, reliable funding mechanisms for avoiding the financial roadblocks that often deter colleges and universities from implementing or even beginning projects and initiatives.

Colleges and universities nationwide have begun to recognize the array of mechanisms at their reach for expanding opportunities in energy education and research and on-campus energy use. This guide presents a collection of seven funding mechanisms that campuses of all economic means and resources can leverage. This guide includes detailed descriptions, assessments, and case studies of funding mechanisms, intended to help you identify which mechanisms will be the most feasible for your campus.



How To Use This Guide

This toolkit compares the 7 different funding mechanism models. For each one, it provides:

- Summary of the mechanism
- Comparative ratings
- How-to action guide for organizers
- Student / staff profile from an example school
- Additional case studies

How To Use The Fund Rating System

This guide's fund rating system rates how a particular aspect of the funding mechanism model stacks up to the others across six different categories on a 1-5 scale:

- 1=comparatively less powerful
- 3=comparatively average
- 5=comparatively more powerful

For example, a funding mechanism with a score of 3 in the category of "fundraising" would generally secure less money than a funding mechanism with a score of 5 in that category, and would generally secure more money than a funding mechanism with a score of 1.

These ratings are not intended to prove one mechanism "more effective" than another, but rather provide a system for weighing the differences, and therefore appropriateness, of each mechanism based on your school size, fiscal history and campus cultural environment.

The Rating Categories

Fundraising:

Measures the potential of this funding mechanism to create, leverage or attract large sums of money.

Project Focus/Effectiveness:

Measures the quality of the projects the funding mechanism attracts based on the accountability of the players involved and the potential for quantitative, real returns.

Student Involvement:

Measures the degree to which students actively engage in the creation and use of this funding mechanism.



Student Control:

Measures the degree to which students will directly manage the funding mechanism, i.e. control disbursement of funds.

Campus Engagement:

Measures the diversity and number of stakeholders engaged in creating, using or managing the fund. Stakeholders include member of the campus community including students, faculty, staff, administrators, and beyond.

Longevity/Sustainability:

Measures the degree to which the funding mechanism will become institutionalized, and thus sustain itself in the long term within the campus system.

Comparing the Funds

Below is a comparison table to help you decide which fund model would work best given your goals and campus environment.

	Fundraising	Project Focus/ Effectiveness	Student Involvement	Student Control	Campus Engagement	Longevity/ Sustainability
Student Fees	3	4	5	5	5	4
ESCO-UPs	5	5	1	1	3	3
Endowments/ Internal Campus Banks	4	4	3	3	4	5
Administrative Funds	3	4	2	2	3	3
Outside Grants	4	5	3	3	3	2
Alumni Funds	4	4	3	1	3	5
Revolving Loan Funds	5	4	4	4	5	5



STUDENT FEES

Student fees have become one of the most successful strategies to raise funds for sustainability and empower students as change-makers on their campus. Students at over fifty colleges and universities nationwide have approved small “green fee” increases to fund major, institution-wide, and student-directed sustainability and energy initiatives.

The revenue amassed from these student fees can be used to create a fund for campus sustainability projects, managed by students along with faculty and administrators. These funds have financed multidisciplinary clean energy research, education, renewable energy development, efficiency, and more. . At some schools, student fees finance “revolving loan funds” – another funding mechanism we’ve included in this guide – where projects must return monetary savings to be re-invested in the fund and reused for additional projects. Alternately, the student fee funds may simply be grants that require no savings or returns.

Acquiring the Fee

The most common process for increasing fees is by passing a referendum on a student government or student body voting ballot, whereby a majority of the student population agrees to pay a fee increase. If successful, this measure is usually reviewed by a committee of administrators or financial managers and approved by the final decision making authority, such as the Board of Regents or Trustees.

At other schools, proposing a student fee increase may be as simple as taking it directly to the committee rather than passing a referendum.

Managing the Fund

Even before the fund is approved, schools should plan a system for managing the fund. For schools utilizing their funds for more than a single purpose (such as purchasing renewable energy), it is essential to establish a reliable committee of students, faculty, and administrators to allocate funding for projects proposed by various entities on campus. Committees are responsible for writing a charter or bylaws that determine not only the mission and objectives of the fund, but also the process for marketing the fund, approving projects, monitoring project progress, and retaining committee membership.

Student-managed funds not only save universities money and assist in meeting targets for emissions reductions, they also offer creative, democratic means to unite and engage the campus community and establish institutions as national leaders in sustainability and energy.



Student Fees Ratings

Fundraising: 3

Depending on the size of the student body and the amount of the fee, funds can range from tens of thousands to millions of dollars. Most fees generally fall between \$5.00 and \$20.00 per student per semester, and create funds of \$10,000 to \$200,000 annually.

Project Focus/Effectiveness: 4

Grant-making committees made up of students, staff and faculty select the projects allocate funds and oversee projects. Projects are generally proposed by the campus entities who are responsible for implementation.

Student Involvement: 5

In the vast majority of student fee cases, students have rallied widespread support and campaigned for the creation of sustainability funds. The students are the drivers of these initiatives, and the process of generating the student buy-on and administrative support is empowering to the organizers – leaving them vested in the success of their initiative.

Student Control: 5

In championing the creation of a student fee increase, students become responsible for financially sustaining their initiative. This financial upper hand often enables them to control the planning and operations of a fund. Students often stay involved throughout the entire process by ensuring that grant-making committees consist of a student majority and that a substantial portion of the funding is allocated to student-led projects.

Campus Engagement: 5

The grant-making committee that allocates funds to campus projects generally requests proposals for projects from the entire campus community: administrators, faculty, staff and students, engaging all stakeholders on campus.

Longevity/Sustainability: 4

Student-fee supported sustainability funds may have a limited life depending on school system guidelines – the fees generally have a “sunset” period after which they must be renewed. When the funds become strongly institutionalized, however, they have a very good chance for renewal and to become long-term, reliable sources of funding.



How to Create a Student Fee on Your Campus

Running a Student Ballot-Initiative Campaign

Preparation – Phase I

- Develop a **core group** of people to run campaign
 - Important dynamics: Diverse skills
 - Web design and development
 - Detail-oriented planner-types
 - Connections to funding
 - Access to administrators/student government
 - Well-connected on campus
 - Dedication – everyone has to be in it for the long haul
- Research student fees at other schools
 - Read their bylaws
 - Learn their campaign tactics and stories
 - Decide what you'd like the fee to look like on your campus
- Get broad based support and build **allies**
 - Talk to student groups/clubs
 - Get buy-on from Administration (so your fee won't get shut down)
 - Talk to leadership in student government
 - Make a list of those people/groups who support the fee
- Outline **potential challenges** or opponents
 - Individuals or groups who may oppose the campaign
 - Administrators who may try to block your fee
 - Possible legal barriers
- Do relevant **campus research** - helps develop realistic goals / good strategy
 - What fees have been passed?
 - Has your school been historically in favor or opposed to fees?
 - What other fees are being proposed this year?
- Figure out ballot process and **election rules**
 - Create timeline with important dates, deadlines, etc.
 - Find how to get a measure on the ballot
 - Campaigning rules – talk to student government, administrators, people with previous student-fee experience on your campus – **very important**



Development – Phase II

- Develop final version of by-laws
 - Use previous schools' bylaws as a template/guide
 - Decide composition and structure of body that oversees money
 - Decide the amount of fee
 - Determine where money will be housed
 - Set guidelines and requirements for projects (i.e. what the fee can fund)
 - Factor in timeline. sunset periods (end year), and inflation of the fee

- Secure funding source for campaign costs
 - **Make sure your funding is legal** under campaign rules
 - Investigate grant opportunities on campus, in your community, or from private donors
- Create website
 - Provide comprehensive overview of fee
 - State reasons to support the measure
 - List endorsements from campus entities
 - Provide short video interviews of students saying why they support it
- Create logo and publicity materials
 - Give your campaign a brand that will resonate with your audience
 - Compare your fee to something novel (i.e. the cost of a burrito)
 - Utilize multi-media tools (i.e. video or slideshows) to reach a large audience
 - Provide your campaign staff and volunteers with distinctive gear (i.e. buttons or t-shirts)



Running your Campaign – Phase III

- Be campus specific
 - Know your student body and their preferences
- Create volunteer system
 - Develop volunteer roles: what do they do for the campaign and when?
 - Recruit from clubs, student groups, classes, and friends
 - Develop digital resources for volunteers: online sign-ups, list-serves, etc
 - Train volunteers
 - Delegate campaign responsibilities
 - Keep in touch with volunteers: offer them help and hold them accountable
- Create an on-campus presence
 - Post flashy flyers
 - Create and promote campaign videos (i.e. YouTube, Facebook)
 - Table at events and in high traffic areas
 - Conduct outreach at events
 - Concerts, forums, presentations, etc.
- Facebook
 - Make a group with a link to campaign website and remind people to vote
 - Get friends to link the campaign website on their profile page
 - Have people post the campaign video on their profile
 - Generate mini-feed publicity
- Voter outreach
 - Organize voting events or parties on campus
 - Get endorsements from students groups
 - Ask your allies to promote the fee to their constituents
 - Build a listserv of students and remind them to vote on election day



Success Stories: Student Profile

Rachel Barge, UC Berkeley 2008 Graduate

Describe your student fee campaign -- what did it accomplish?



My student fee campaign was called The Green Initiative Fund, or TGIF. It was a mandatory fee passed by the student body of UC Berkeley in Spring 2007, and charges \$5 per student per semester for a 10 year period. The money goes into a fund in our student government, and raises \$200,000 per year, or \$2,000,000 over 10 years. The money is spent on projects that “reduce the environmental impact of UC Berkeley,” and 20% is designated for student internships. The money cannot fund anything mandated by existing state or university policy, and is overseen by student-majority grant-making committee: four students and three staff or faculty.

In the first year, our “request for proposals” from the campus generated \$1.4 million in requests. The biggest project we funded in the first year is a Campus Dashboard program, which monitors all electricity use on-site in campus buildings, so staff and energy managers can determine where energy efficiency programs and retrofits can be implemented.

What inspired you to work for this student fee increase?

As an undergrad I sat on the Chancellor’s Advisory Committee on Sustainability, and our committee published an \$80,000 Campus Sustainability Assessment when I was a freshman. It was basically the bible of what needed to get done to make our campus more sustainable, in every area: energy, water, transportation, buildings, etc. That beautiful document proceeded to gather dust on shelves for two years, because money was not available on the from the university to implement most of the project suggestions.

Some friends and I decided that students needed to act first, to show the administration we were serious and take a major step towards getting the assessment implemented. We figured that if we could dig extra money out of our own pockets, the least they could do is match us – that goes for alumni too.

What major obstacles did you encounter in passing your student fee?

We encountered opposition from a student blogger who publicly announced that he was suing our campaign and would do everything in his power to overturn TGIF if it passed. In response, we did some intensive legal research and realized that were in



violation of a number of election bylaws. We had to undergo a massive pro-active legal preparation effort, submitting numerous clarification charge sheets to the judicial council of our student government, and ensuring our volunteers would not violate any rules in the campaign process. Ultimately, we were victorious! The opponent didn't even end up suing us because we did such a good job covering our legal bases. Whew! Oddly enough, I was far more ecstatic when I found out we weren't being sued than when I found out TGIF passed.

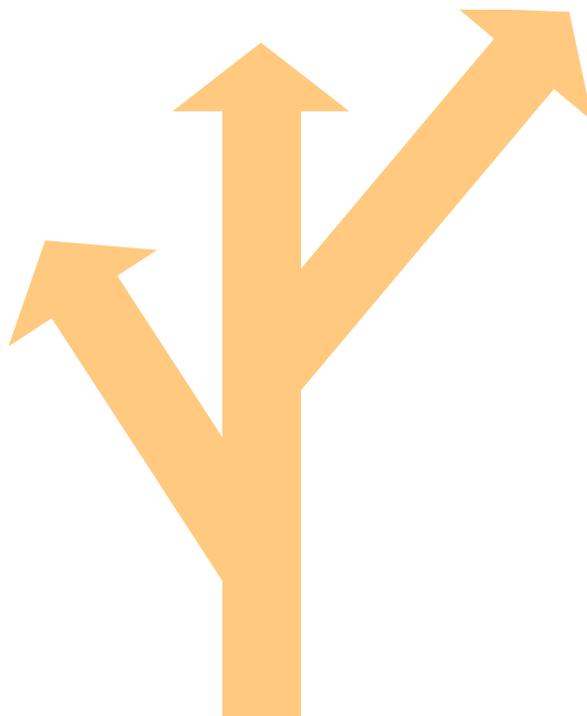


What would you tell students and staff trying to start a similar campaign at other schools?

- Do your homework! (I.e. read your bylaws, research your opponents). Use Facebook. Do a flash mob! [Google "Berkeley TGIF Flashmob" on Youtube.com to get an idea]
- Most importantly: HAVE FUN! You've got to keep your spirits up the whole year through the long meetings and planning sessions – make sure you go to parties together, get nachos after your meetings, whatever it takes!

What was the best part about the success of this campaign?

We didn't get sued!!! Oh, and we have \$2,000,000 for sustainability at Berkeley.



Additional Case Studies

University of Oregon

Energy Conservation and Alternative Futures Fund

Spring 2005

Fee: \$0.60/student/semester

Size: \$36,000/yr

Funds: Renewable Energy Credits and Campus Projects

Summary:

In April of 2005, 81% of student voters at the University of Oregon approved a student fee increase of “up to \$2.00” per semester to purchase renewable energy and fund the installation of renewable energy and energy conservation technologies on campus. The University Administration approved an increase of \$0.60 per semester. A portion of the funds are used to purchase wind power for the University's student union and the remaining funds are distributed to on-campus energy conservation, alternative energy, and awareness projects distributed by the Energy Conservation and Alternative Futures Fund. <http://www.uoregon.edu/~ecaff/>

University of California, Berkeley

The Green Initiatives Fund (TGIF)

Spring 2006

Fee: \$5.00/student/semester

Size: \$200,000/yr fund; \$2,000,000 over 10 years

Funds: Campus Projects

Summary:

In Spring 2006, 69% of voting students approved a “TGIF” referendum to increase student fees for environmental sustainability projects on campus. The fee increase was approved by the University of California President in July 2006, and the fee went into effect in the fall of 2007. TGIF enables projects the University would not otherwise be able to fund, including initiatives on renewable energy, energy efficiency, resource conservation, and "green" student internships. The fund is overseen by student-majority grant-making committee, comprised of four students and three faculty and staff members. <http://tgif.berkeley.edu>



ESCO AND UNIVERSITY PARTNERSHIPS (ESCUPS)

Energy Service Companies (ESCOs) are businesses that design and implement energy saving projects for their clients. ESCOs generally perform an in-depth analysis of the property, design an energy efficient solution, install the required elements, and sometimes maintain the system to ensure energy savings during the payback period. Energy utilities also often serve the role of an ESCO.

The savings in energy costs are used to pay back the capital investment of the project over a five- to twenty-year period, or reinvested into the building to allow for capital upgrades that may otherwise be unfeasible. If the project does not provide the expected return on the investment, the ESCO is often responsible to pay the difference, reducing risk for the building manager. The types of technologies ESCOs install include: motion sensors and occupancy sensors for hallways and classrooms, more efficient lighting, high-efficiency HVAC and water-heating systems, and more.

ESCO – University Partnerships (ESCUPS) have been created at colleges and universities to reduce energy costs and provide expertise in building retrofits. Depending on the size and scope of the educational institution, funding has ranged from tens of thousands to hundreds of millions of dollars.

ESCUPS are a great way to harness the expertise needed for a comprehensive energy efficiency plan, especially on campuses with limited staff and experience in energy management. ESCUPS are also based on a sound business model, making the financial justification easy for administrators. While student involvement in the contract negotiations with ESCUPS is generally limited, student internships can be created and course curriculum designed around the conservation projects.



ESCUP Ratings

Fundraising: 5

ESCUPs create contracts ranging in scope from tens of thousands to hundreds of millions of dollars, with smaller schools usually forming smaller-scale partnerships and larger system-wide public university partnerships brokering the largest deals.

Project Focus/Effectiveness: 5

Because the ESCO is financially responsible to its shareholders, the projects must demonstrate a high rate of return to be implemented, making them highly effective and cost-competitive for capturing energy efficiency and reducing campus energy use. Also, many ESCOs are inclined to perform retrofits with long payback times with campuses, relative to their standard residential and commercial efficiency programs, because campuses are often a single entity with high numbers of old, high-use buildings.

Student Involvement: 1

Though students may benefit from the research opportunities created by ESCUPs, they have little to no say in the formation of the partnership or focus of the projects. In some ESCUPs, students can serve as employees.

Student Control: 1

These partnerships are generally controlled and managed by top administrators and ESCO staff.

Campus Engagement: 3

The administration, facilities staff and ESCOs are the three main stakeholders, but there is great opportunity for utilizing the ESCUP as a learning tool for students on campus. Some partnerships have a focus on educational outreach; others are exclusively implementation-oriented.

Longevity/Sustainability: 3

The length of the contract depends on the amount of viable projects that will pay back in 20 years or less campus has to offer the ESCO. This depends, campus to campus, based on how old the campus is and whether efficiency has ever been a consideration.



How to Create an ESCUP on Your Campus

Establishing a new ESCO and University Partnership

Preparation – Phase I

- Study the **administrative structure** and management history of your school
 - Research which departments oversee facilities management
 - Understand existing and past relationships with energy utilities
 - Identify funding mechanism and operations of past building upgrade projects
 - Investigate past energy audits and energy goals of the school
- Study the **energy utility** which serves your school
 - Identify the utility or utilities which serve your school
 - Research governmental mandates or incentives for the utility to participate in sustainability or energy efficiency efforts
 - Understand the decision-making structure of the utility
 - Research similar funds or projects the utility has already established
- Study similar ESCUPs at other schools
 - Conduct interviews with student organizers and staff involved with the ESCUP
 - Use AASHE and Campus InPower resources
 - Look for schools with similar size, culture, and fiscal structure as yours
- Create a **power-map** for your ESCUP: who you need to convince
 - Research which entities could house the ESCUP and assist in operations: campus infrastructure divisions, private consultants, utility workers, academic departments, student government, student groups
 - Identify **key administrators** and what you can offer them, what can motivate their support; who allies and opponents might be
 - **Key utility company employees** and how this program can meet their goals



Outreach and Partnerships – Phase II

- If needed, gain support from campus stakeholders
 - Network with and incorporate other student groups
 - Gather signatures from the general student body for proposal support
 - Conduct meetings with as many staff and administrators as possible to gain personal support
 - When appropriate, gain departmental administration support before formal proposal to campus administration
 - Create a letter of support for faculty and department administrators to sign



Action – Phase III

- If possible, **participate in a negotiation process**
 - Arrange a meeting between ESCO representatives, university administrators, and other identified stakeholders
 - Establish a process for energy audits and project potential evaluation
 - Set guidelines for project payback time, when applicable
 - Establish financial sources and loan mechanisms
 - Create an **oversight board** with representation from the utility and school, to review and allocate funding
 - Include a plan for **student involvement** in project oversight and operations



Note: A powerful “sustainable endowments” movement to push university endowments to invest in more sustainable and responsible companies has gained significant traction over the past 5 years. While Campus InPower strongly believes that pushing universities to invest in socially, economically and ecologically responsible ways is a vital goal, this guide focuses on endowments that are being used actively as capital to perform upgrades and projects on the university’s campus. Please refer to our resources guide at the end of this section for more information on Responsible Investing.



Success Stories: Outstanding Case Study

UC/CSU/IOU Energy Efficiency Partnership

Since 2004, the University of California (UC) system, the California State University (CSU) system, and the state's three largest Investor-Owned Utilities (IOU) have worked together on a massive campaign to upgrade school facilities for greater energy efficiency. The plan began after strong student pressure for sustainability improvements on campuses, in conversations between UC's Associate Director for Energy & Utilities with the state's Public Utility Commissioner. In these discussions, program goals were laid out for major cost-savings, to meet greenhouse gas reduction goals, and to set an example for the rest of the public sector.

In California, utilities are required to actively advance energy efficiency by state mandates. One of the strong initial draws of utilities to the program was that, by working with universities, the utilities could retrofit a large set of buildings after dealing only with a few campus administrators, as opposed to many individual homeowners. UC and CSU were able to negotiate with the utilities for increased incentive rates on retrofits, making major contributions to the financing of the projects. Projects under the partnership have usually sought out a five-year payback time on their investment, and have been limited to a 15-year financing period.

The partnership's highly centralized structure makes it very efficient. Campuses perform energy audits and submit project proposals—with detailed estimates of potential savings and financing—to a single oversight board. This board has one representative from each utility and university system, as well as a program administrator. The funds are allocated to the projects that yield the greatest savings. Because the utilities are involved in the vetting process for each project, approval and review is very streamlined—which has encouraged the utilities to expand their participation further.

The program has had two distinct phases so far. The first, from 2004-2006, involved a \$5 million investment from the utilities, and roughly the same amount from each university system. The second, from 2006-2008, greatly expanded the utilities' investment to \$19 million, with a corresponding rise from the universities. A third phase is planned from 2009 until 2011, with even larger commitments from the utilities and university systems.

Although students were not directly involved in starting the program, student groups on some campuses have participated in the auditing of buildings. Program administrators say that utilities have sometimes been reluctant to accept the validity of this data, and have encouraged students to perform audits in coordination with professional groups.



ENDOWMENTS AND INTERNAL CAMPUS BANKS

The cumulative capital held by colleges and universities is over \$340 billion. This capital is largely held in endowments, which are often invested in stocks and other financial areas to grow the assets of the university over time, and are usually the biggest financial resource at private universities. In some cases, the endowment's return actually exceeds tuition as the main income for a university. The internal campus bank (ICB) is a term used by many administrators to describe the pool of funds set aside specifically for campus capital projects. ICB funding is sometimes taken directly from the endowment, and is linked here because school administrators often draw jointly from these funds, and manage them similarly. This guide highlights the cases where endowment and ICB funds have been directed towards projects for sustainability and clean energy on campuses.

Projects for endowment or ICB spending can range from installing energy efficiency retrofits, co-generation combined heat and power systems, to purchasing renewable energy, installing solar panels or wind turbines, or investing in other energy-related strategies. These projects can be initiated by campus administration, but are most often stirred by student conviction.

Because of their size, leveraging endowments and ICBs is one of the most lucrative mechanisms for students to employ, and it can have an immediate and visible impact on the campus community. A campus that has never employed an energy efficiency strategy and therefore has "low-hanging fruit" (projects with 1-2 year paybacks) is especially desirable, because they can often earn a higher rate of return than the actual endowment earns in its standard investments. An administrator or investor who would turn that down is few and far between.

There are two basic approaches to leveraging an endowment or ICB's funds. First, one can apply for funding for a single project. Second, one can work for the creation of a distinct, dedicated fund within the ICB or endowment for consistent spending on sustainability projects. This guide will detail approaches to both.



Endowments and Internal Campus Banks Ratings

Fundraising: 4

Depending on the college's endowment, spending can range from hundreds to millions of dollars. Private institutions generally have larger endowments (per capita student) than public institutions, which are sustained by limited, often inconsistent state funding.

Project Focus/Effectiveness: 4

Endowment spending is generally focused on a specific project to be funded (i.e. installing solar panels). Individuals do not apply for endowment funds; rather, projects are undertaken by the university as a whole.

Student Involvement: 3

Projects can be initiated by campus administrations, but are often catalyzed by student conviction and action.

Student Control: 3

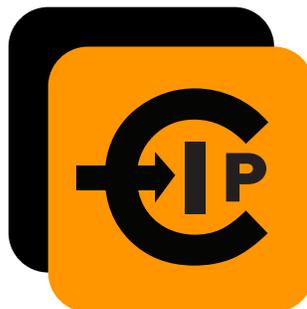
Endowments are managed by campus administrators, usually with minimal participation from students. However, some institutions have established advisory committees on responsible investment that include student, faculty, and staff representatives.

Campus Engagement: 4

Depending on the initiative, the entire campus may rally around a project. The energy savings and the aesthetics of new technology installation can have an impact on the whole campus.

Longevity/Sustainability: 5

A dedicated fund for investing in campus clean energy projects could last for many years. Specific endowment-funded clean energy projects are also likely to be in place for many years.



How to Use Your Endowment and Internal Campus Banks on Your Campus

Tapping Your University's Endowment

Project Idea Development – Phase I

- Choose between endowment funding for a one-time project, or for a dedicated fund/internal campus bank for sustainability projects
- If you are requesting endowment funding for a one-time project, develop a solid project idea first (if working for a dedicated fund, skip to Phase II)
 - Brainstorm what kind of sustainability projects **your campus needs**
 - Interview facilities staff
 - Use your campus sustainability assessment (if you have one)
 - Keep in mind your **campus culture** and project feasibility
 - For ideas, research sustainability projects from other schools
 - Use AASHE, Campus InPower resources
 - Don't be shy – **call other schools** and interview them!
 - Decide on an idea and fully **flesh out** all aspects of the project
 - The size and scope
 - The cost
 - Who would implement it
 - **Have a proposal ready to go!**
 - Utilize internal campus resources
 - Get your facilities manager to give you data, or a feasibility study
 - Gain support from campus entities necessary to implement the project
 - Get your president or student government to endorse the idea



Campaign Preparation – Phase II

- Study the **structure** of the endowment on your campus
 - Find out its size and investment holdings
 - How the decisions are made for choosing new investment
 - The current controllers of the endowment: administrators and investors
- Study other green endowment-based initiatives at other schools
 - **Conduct interviews** with student organizers and staff involved with those initiatives. Look for schools with similar size, culture, and endowment structure as yours
 - Use AASHE and Campus InPower resources
- Create an **on-campus power-map** for harnessing your endowment: who you need to convince
 - Research the likes and dislikes of the controllers of the endowment – is there a potential ally? What would motivate them to invest funds in on-campus projects?





- Research which entities could implement the projects funded by the endowment: campus infrastructure divisions, academic departments
- Identify **key administrators** and what you can offer them, what can motivate their support; who allies and opponents might be
 - Identify potential allies within **student government**, and understand:
 - How they allocate funding
 - How they are elected, how the government structure functions
 - What financial or political support they can provide

Campaign Development – Phase III

- **Gain support from** as many campus **stakeholders** as possible
 - Network with and incorporate other student groups
 - Gather signatures from the general student body for proposal support
 - Conduct meetings with as many staff and administrators as possible to gain personal support
 - When appropriate, gain departmental administration support before formal proposal to campus administration
 - Create a letter of support for faculty and department administrators to sign
- Form an **official proposal** for utilizing a portion of the endowment for on-campus projects
 - Define what you're hoping to accomplish
 - How the endowment fund would work
 - Incorporate as many university staff and administrators as possible in drafting
 - Design and frame the fund as a competitive investment, which will deliver the same or higher rate of return as the actual endowment
 - Provide a clear “business plan” for the fund's financial management
 - Make sure students have significant representation in decision making and fund operations
 - Consider creating a smaller pilot fund to demonstrate feasibility and financial benefits of the project, potentially using seed funding from student government



Action – Phase IV

- Pursue the formal proposal process with the administration
 - Gain meetings with the endowment controllers and **have a clear “ask”** for them to take action on
 - **Follow up** with the support staff of these controllers quickly after the meeting to ensure swift action and accountability
 - Keep your allies and supporters updated as negotiations continue
 - If you get no official response or commitments to action, begin to use more public tactics of pressure such as media coverage, rallies



Success Stories: Outstanding Case Study

Carleton College Internal Campus Bank

“In 2004, Carleton College used \$1.8 million of Unrestricted Operating Reserves from its Internal Campus Bank fund to build a 1.65 MW wind turbine. The college has entered a 20-year power purchase agreement with Xcel Energy Co. at 3.3 cents per kilowatt-hour. With state financial incentives, the wind turbine will pay for itself within 10 to 12 years. The turbine’s useful life is 25 years, providing 15 years of earnings on the investment.”¹

Resources for Responsible Endowment Investing

Sustainable Endowments Institute

This organization keeps tabs on university endowment spending and rates them according to how “sustainable” their practices have been. See their “College Sustainability Report Card” for an analysis of the 300 largest-endowed U.S. and Canadian universities.

Contact: <http://www.endowmentinstitute.org/>

Responsible Endowments Coalition

REC is a non-profit organization that advises students looking to invest their college or university endowments in progressive ventures. According to their website, “The Responsible Endowments Coalition provides the tools, resources, and networks to help students and other university members to successfully implement responsible investment practices on over 50 campuses nationwide. These campuses control more than \$150 billion of invested assets. By working with their institutions to invest responsibly and proactively, students and other university members have the power to support corporate reform in areas such as human rights, environmental responsibility, and equal opportunity, and to encourage accountability to the communities in which they live and learn by supporting community development and participation.”

Contact: <http://www.endowmentethics.org/>



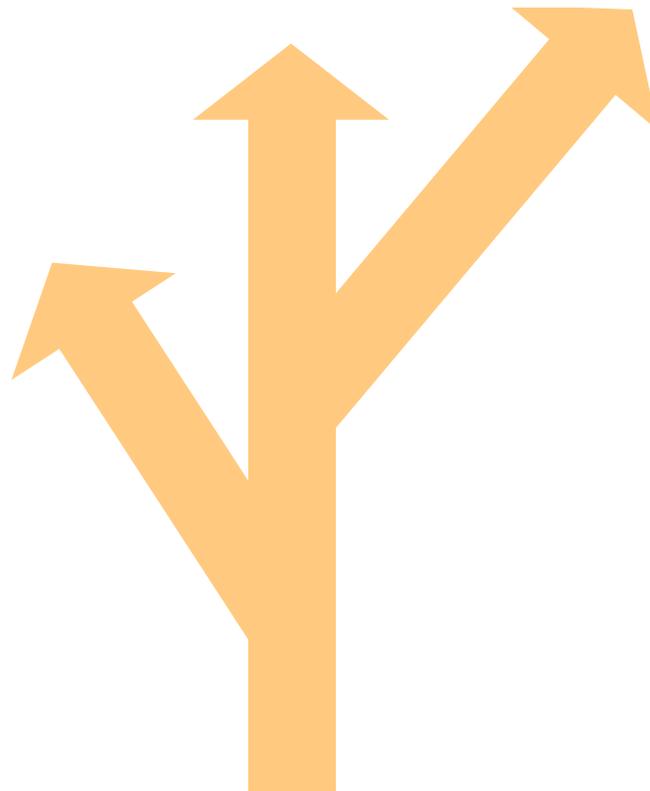
¹ Apollo Alliance. “New Energy For Campuses”. September 19, 2008. Accessed September 19, 2008. www.apolloalliance.org/downloads/resources_new_energy.pdf



ADMINISTRATIVE FUNDS

Administrative funding for sustainability initiatives can be administered provided through an administrative office (such as department of health and safety, the provost, etc) or through individual academic departments . The funds are generally distributed in the form of budget appropriations or grants and can be issued for sustainability projects including capital and infrastructure improvements, new curricula, new research and/or research centers, “greening” of campus systems and processes, and more.

Student support can go a long way to encourage the allocation of funds toward sustainability initiatives. Many universities are already inclined to view many of the above projects—such as new research centers, improved infrastructure, and improved efficiency—as beneficial long-term investments for school finances and image.



Administrative Funds Ratings

Fundraising: 3

The majority of administrative funding, or the campus budget, is generally derived from student tuition. Some schools have more flexible budgets than others. The amount of money an institution chooses to dedicate to clean energy projects depends on their available resources, and the degree to which they view sustainability and energy initiatives as strategic investments.

Project Focus/Effectiveness: 4

Depending on the scale of funding, project scope and effectiveness can range from small projects to sweeping changes. Working closely with the administration on sustainability projects can help ensure that initiatives are effective and appropriate for the campus.

Student Involvement: 2

Because the allocation of administrative funding is an internal decision that usually excludes students, student involvement is generally low. However, students can play an important part in encouraging their institutions to allocate funds for sustainability initiatives, including student-led projects.

Student Control: 3

A sustainability task force or advisory board including student representatives may be created for consulting purposes and/or to direct the funds, but this is not always the case. Some green administrative funds are only managed by internal staff.

Campus Engagement: 3

Because the creation and management of these funds is often an internal rather than a public process, fewer stakeholders are engaged than in a public fund creation campaign. However, the internal expertise from facilities managers and student recipients of grants boost the number of stakeholders involved.

Longevity/Sustainability: 3

The longevity and sustainability of administrative investments depend on the nature of funding. Funding types include one-time allocations or grants for small projects, long-term investments, or revolving loans.



How to Secure Administrative Funding on Your Campus

Lobbying Your Administration for a New Sustainability Fund

Preparation – Phase I

- Study the **structure** of other administrative funds on your campus
 - Research how they were started
 - How the decision making process works for fund creation
 - The rules for fund creation, disbursement, application, and continuation
 - The current financial status of your school, its different sectors
- Study similar administrative green funds at other schools
 - **Conduct interviews** with student organizers and staff involved with the fund
 - Use AASHE and Campus InPower resources
 - Look for schools with similar size, culture, and fiscal structure as yours
- Create an **on-campus power map** for your fund: who you need to convince
 - Research which entities could house and carry out fund operations: campus infrastructure divisions, academic departments, student government
 - Identify **key administrators** and what you can offer them, what can motivate their support; who your allies and opponents might be
 - Identify potential allies within **student government**, and understand:
 - How they allocate funding
 - How they are elected, how the government structure functions
 - What financial or political support they can provide
 - Perform an **audit** of your student government and campus budget, and identify any unused surplus funds which you could use (this has been effective at many schools)



Development – Phase II

- **Gain support from** as many campus **stakeholders** as possible
 - Network with and incorporate other student groups
 - Gather signatures from the general student body for proposal support
 - Conduct meetings with as many staff and administrators as possible to gain personal support
 - When appropriate, gain departmental administration support before formal proposal to campus administration
 - Create a letter of support for faculty and department administrators to sign
- Form an **official proposal** for a fund

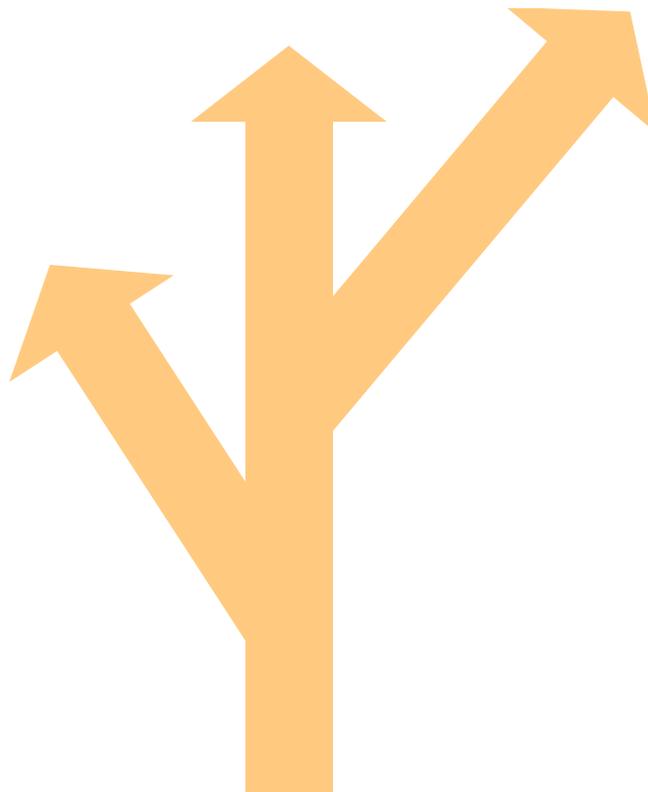


- Define what you're hoping to accomplish and how the fund works
- Incorporate as many university staff and administrators as possible in drafting
 - Design and frame the fund as a cost-saving investment
 - Provide a clear “business plan” for the fund's financial management
 - Make sure students have significant representation in decision making and fund operations
 - Consider creating a smaller pilot fund to demonstrate feasibility and financial benefits of the project, potentially using seed funding from student government



Action – Phase III

- Pursue the formal proposal process with the administration
 - Gain meetings with highest level administrators possible and have a clear “ask” for them to take action on
 - **Follow up** with the support staff of these administrators quickly after the meeting to ensure swift action and accountability
 - Keep your allies and supporters updated as negotiations continue
 - If you get no official response or commitments to action, begin to use more public tactics of pressure such as media coverage and rallies



Success Stories: Outstanding Case Study

University of Michigan Energy Conservation Measures Program

The Energy Conservation Measures program at the University of Michigan was founded in 1987 as a revolving funding source for efficiency projects on campus. Long before sustainability issues became a concern for most schools, the University of Michigan established the ECM program mainly because it made good business sense.

The ECM project is a cost-saving investment, designed by campus financial administrators and energy facilities staff. The program initially set aside \$2 million per year from the campus-owned energy utility budget. University facilities staff researched various conservation retrofits and created specific estimates for the savings from their use on campus. These projected savings were then put directly back into the fund for the next year. The program especially targeted “low-hanging fruit” retrofits with a pay back of under 3 years.

In 1997, the University of Michigan entered into the federal government's Energy Star program, as the result of a staff proposal to the campus operations administration and Regents. This project took direct funding from the campus administration and it looked for conservation upgrades with a payback time of 5 years or less. The revolving conservation fund ceased to operate with the start of the Energy Star program, although remaining funds from that program rolled over into later efficiency projects.

In 2004, with the completion of the Energy Star retrofits, a group of campus staff engineers proposed a new iteration of the conservation program. This program, called the Energy Conservation and Outreach program, is receiving \$1.5 million from the campus administration, over the course of three years, to fund projects with up to an eight year payback time.

The Energy Management conservation programs have evolved into an effort to directly educate campus building users about the energy behavior of their building. In 2007, the campus embarked on the Environmental and Energy Initiative. The energy conservation and efficiency portion of this program is called “Planet Blue.”

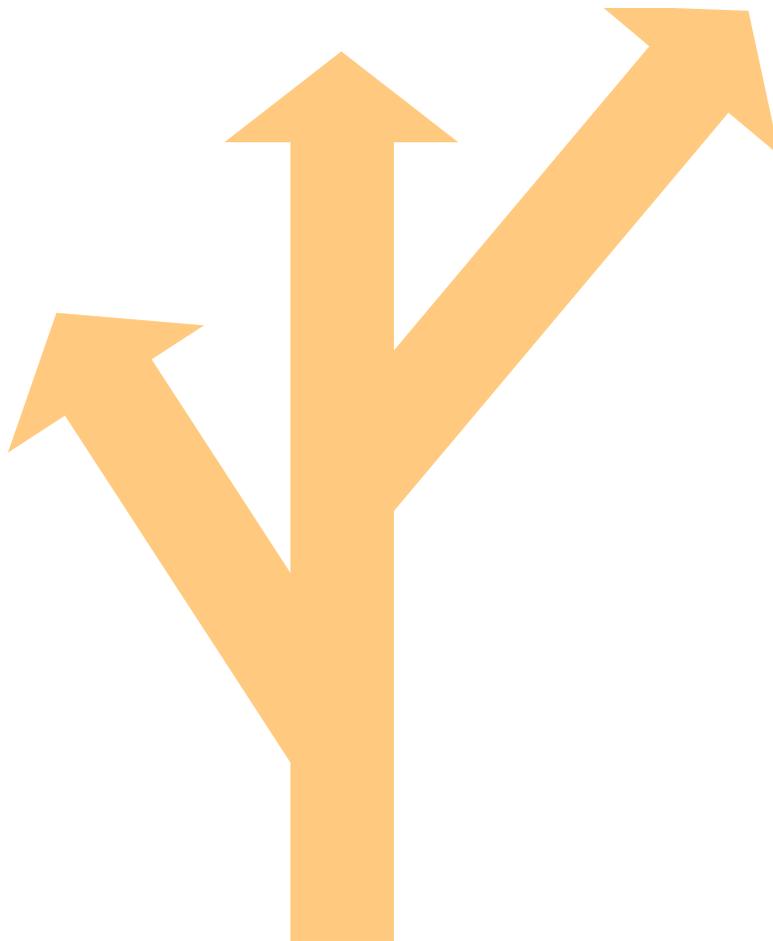
Although students were not directly involved in the genesis of the program, or in the planning of its many transformations, the Energy Conservation and Outreach program employs about 4-6 students at any given time. These students are tasked with the conducting of building audits, technical diagramming, and other engineering analyses.



OUTSIDE GRANTS

Outside grants are available from three main areas: **public** sources such as state funding programs, **non-profit** foundations, or from **private** companies. Applying for grants outside the university budget is a traditional and successful mechanism for funding specific projects or obtaining seed funding. A wide variety of grant-making institutions are increasingly funding environmental, sustainability and renewable energy grants. Projects vary from energy efficiency and conservation, large-scale research and technology labs, or on-campus projects.

Because winning an outside grant effectively brings new money into the university budget, students can often leverage additional university funding once they've won the grant, which adds to the attractiveness of this mechanism.



Outside Grants Ratings

Fundraising: 4

Most outside grants focus on a single project or seed funding and are often smaller than \$100,000. However, funding for the creation of larger scale projects, such as the construction of centers and other facilities, may exceed tens or hundreds of millions of dollars.

Project Focus/Effectiveness: 5

Because grants are often meant for a specific project alone, they are usually highly focused on the goal and leveraging quick results. Additionally, grant makers have a strong interest in producing useful, credible results and may monitor projects' progress to make sure that the funding is being used effectively.

Student Involvement: 3

Students infrequently take part in applying for or receiving substantial grants. However, the potential for students to win seed funding for student-led initiatives should not be overlooked. Colleges and universities often fund student internships and research or projects with grant money that the institution has received, so students can apply for grants through their school. There are also an abundance of smaller grants available to students from private companies and philanthropy foundations, but these tend to require more rigorous searching and a more stringent application process.

Student Control: 3

A student who receives a grant for his or her own work has substantial control over how the funds are allocated, as long as they keep reasonably close to the budget and proposal that they submitted in order to apply for the grant. In contrast, students generally have little role in larger outside grants secured by their institutions.

Campus Engagement: 3

Faculty and administrators most often apply for and receive grants, and students most often tap into funding mechanisms within their institutions via internships and fellowships funded by those grants. Overall involvement with different stakeholders depends on the project itself.

Longevity/Sustainability: 2

Grants are a short-term finite source of funding, so they are not sustainable. However, they can serve as seed funding for what could eventually become a larger, more financially sustainable project, with internal support from the university. Some projects funded are permanent: if the grant funds the construction of a new LEED building, for example, that building will remain with the campus for many years.



How to Secure Grants for Your Campus

Winning an Outside Grant

Project Idea Development – Phase I

- Develop a solid project idea first
- Brainstorm what kind of sustainability projects your campus **needs**
 - Interview facilities staff
 - Use your campus sustainability assessment (if you have one)
 - Keep in mind your **campus culture** and project feasibility
- For ideas, research sustainability projects from other schools
 - Use AASHE, Campus InPower resources
 - Don't be shy – **call other schools** and interview them!
- Decide on an idea and fully flesh out all aspects of the project
 - The size and scope
 - The cost
 - Who would implement it
 - **Have a proposal ready to go!**
- Utilize internal campus resources
 - Get your facilities manager to give you data, or a feasibility study
- Gain support from campus entities necessary to implement the project
 - Get your president or student government to endorse the idea



Research Funding Sources – Phase II

- Research a **broad range** of potential funders
 - **Corporations** owned by alumni of your campus
 - **Non-profits** who give out grants in your project area
 - **Energy companies** with special funds to allocate
- Get your **university's fundraising staff** to help you!
 - They win grants for their job – they're full of great resources
 - Make sure they know you're not competing with them for funding
 - Getting them to help you will often require approval from high-up administrators

Apply For Grants – Phase II

- When the right grant opportunity comes your way, pounce on it! Apply for any grants that may fund your project.
 - Because you prepared a project proposal in advance, you're ready to go



Success Stories: Staff Profiles

Public Grant Examples: Oguz Soyusal, Frostburg State Univ.

Describe your grant -- what did it accomplish?

The purpose of the SERF Grant is to build a Sustainable Energy Research Facility on Frostburg State University campus. Thanks to the federal funding provided by Congressman Roscoe Bartlett, we will construct a residential type off-grid building supplied by clean renewable energy. The building will be used for research, education, and outreach programs by the FSU Renewable Energy Center. The project started on September 1st, 2008 and will end on August 31, 2010.



What inspired you to try to obtain this grant?

The increasing need to use renewable energy sources was the driving force behind this grant. This is a culmination of several previous projects such as "Construction of a Residential Wind and Solar Energy Demonstration System (WISE) sponsored by Maryland Energy Administration and Wind and Solar Energy Certified Education Program sponsored by Appalachian Regional Commission.

What major obstacles did you encounter in pursuing the grant?

The required non-federal cost share has been the major issue during the application phase – we've had to find a matching source for all the funds we've been receiving.

What key players or resources helped you obtain the grant?

The proposal was prepared by Hilkat Soysal and Oguz Soysal and submitted to Rep. Roscoe Bartlett office for direct appropriation. FSU President Dr. Jonathan Gibralter and Vice President Stephen Spahr have provided support and guidance throughout the process.

What would you tell students and staff trying to obtain a public grant like this at other schools?

The most important point is to be proactive. Don't wait until the last moment to respond a solicitation for proposals (RFP). Have your ideas organized and wish-list ready. When a funding opportunity arises, put your ideas in the proposal format and submit. The proposals should always have strong justifications in line with the requirements of the grantor.

What was the best part about the success of winning the grant?

This is a wish come true. We will be able to build a facility that will serve students, faculty, and community.



Private Grant Examples: Steve Nash, University of Richmond



Describe your grant -- what did it accomplish?

We were awarded \$100,000 from a foundation connected with our regional electric power company. This will fund the design and installation of on-line energy monitoring hardware and software for the 14 dorms on campus, making their energy consumption, carbon footprint, and other consequences of energy usage visible in real time, in a compelling "dashboard" format. Following the example of Oberlin University, where this was invented, we will design student life programs such as inter-dorm competitions around these energy use displays.

What inspired you to try to obtain this grant?

We needed to find an innovative and educational approach to encourage students to account for the consequences of their own energy use.

What major obstacles did you encounter in pursuing the grant?

These installations are expensive, and at first, it was difficult to persuade administrators of their educational benefit.

What role did students play in obtaining the grant?

Students exerted indispensable leverage in convincing administrators to allow us to pursue the grant. Students mounted a petition campaign that ultimately got a thousand signatures supporting this and other sustainability projects -- that's one third of the student body.

What would you tell students and staff trying to obtain a private grant at other schools?

Our fund-raising personnel played a key. They knew where the money might be, they knew what channels to go through, and they knew how to write the grant proposal. The etiquette matters here, and they are pros. Once they had permission from top administrators, the project moved forward on their enthusiasm. Convince them of the worth of your plan. Once they get permission to seek funding, they'll know what to do.

What was the best part about the success of winning the grant?

The big payoff for this campus will be a long-term, for-real engagement with education for sustainability, both at a personal and an institutional level.



Additional Case Studies

State and Utilities Funding

Harvard and Massachusetts Technology Collaborative

Massachusetts Technology Collaborative (MTC) granted \$129,960 to the Harvard Business School for the installation of a 192 panel photovoltaic array above Shad Hall. MTC is a “quasi-public organization” that oversees the Massachusetts Renewable Energy Trust, funded by payments made as part of Massachusetts’ Renewable Portfolio Standard (RPS). If energy suppliers fail to meet the RPS, they are required to give to the state-run fund, which in turn gives grants to energy initiatives like the Shad Hall installation.

SUNY-ESF and New York State Govt.

New York Gov. George Pataki recently granted 10.2 million to SUNY-Environmental Science and Forestry School to develop a commercial cellulosic ethanol facility—the first in the U.S. Working with Catalyst Renewables Corporation and New Energy Capital, the plant will produce 130,000 gallons of cellulosic ethanol per year and generate electricity.

University of Rhode Island and Rhode Island State Govt.

The Rhode Island Office of Energy Resources gave \$100,000 in grant money to the University of Rhode Island’s Graduate School of Oceanography. The money will be directed to the Center of Excellence for Offshore Wind Energy, an institute that researches and develops technology for offshore energy resources such as wind, waves and currents.

University of Maine and Efficiency Maine

Efficiency Maine, a statewide project of the Maine Public Utilities Commission, granted the University of Maine \$50,000 in seed money to begin a massive efficiency program at the university. Officials expect that the program will save the school \$71,000 in energy costs per year.

Private Foundations

University of Richmond and the Dominion Foundation

The Dominion Foundation granted \$100,000 to the University of Richmond to purchase and install an energy monitoring system in all fourteen campus residence halls. Dominion is a large energy producer that serves 11 states and generates about 26,500 megawatts annually, and has an internal private foundation. The grant is part of the foundation’s 2008 effort to grant \$20 million to more than 1,100 non-profit organizations. Richmond’s state-of-the-art system has been designed to demonstrate energy use and to encourage conservation. It will be unveiled in the fall of 2009.



Private / Corporate Sector

University of Connecticut and Pratt & Whitney



Pratt & Whitney, a leading aviation firm, donated \$10,000 to the University of Connecticut's alternative energy biodiesel laboratory in 2007. The lab now generates 50 gallons of biodiesel per week, which feeds into the university bus system. Pratt & Whitney has also pledged to donate its employee cafeteria's waste vegetable oil for the lab.

MIT and ABB

In January 2008, Swiss power and automation technology company ABB and MIT's Energy Initiative (MITEI) announced a five year, \$5 million partnership to support research in green technology. The range of projects included nanofluids, power electronics, intelligent robotics, and equipment heat management. The \$5 million also supports 10 graduate level fellowships and MITEI's existing "seed fund" for energy research. ABB has a seat on the MITEI governing board.

University of California Berkeley, University of Illinois Urbana-Champaign & BP

In February 2007, the Lawrence Berkeley National Laboratory (LBNL) and the University of Illinois at Urbana-Champaign entered into a \$500 million partnership with BP. Titled the Energy Biosciences Institute, and staffed by half BP and half university scientists, the partnership conducts bioengineering research to enhance energy production from plant and fossil fuel sources. The \$500 million from BP came in the form of \$50 million/year for 10 years, and was opposed by many faculty and students over concerns about academic integrity, research oversight, and potential negative environmental and social consequences of the research. Other schools can also submit proposals to the Energy Biosciences Institute for their own project funds.

North Carolina State University and Duke Energy

In honor of NC State's 2008 "Year of Energy," this gift from Duke Energy created 2 new professorships, supports workforce development and teaching, and establishes a K-12 educational outreach fund. Duke's contribution was a \$1.25 million gift over 5 years to College of Engineering.



ALUMNI FUNDS

Alumni can be a valuable ally in pushing for green initiatives on university campuses, as well as a potential source of funding for the projects themselves. A sustainability donation option can be very compelling to alumni who might not consider donating otherwise. Alumni networks can also be tremendously useful for guidance, mentoring, technical/consulting expertise, connections to industry, and as an additional source of pressure for sustainability initiatives. A donor relationship is a great way to link alumni to the school and to each other.

Alumni contributions can take on a number of forms: contributions to an existing sustainability fund, restricted gifts that make direct donations to a particular initiative or center, or the establishment of an independent alumni sustainability fund. Donations might be project-oriented or constitute capital funds for a particular initiative. They might also function as seed capital for a new revolving loan fund. Depending on the alumni pool, potential funding can range from thousands of dollars to hundreds of millions of dollars.

Most often the higher-end donations have come from single donors creating a large new initiative with their name on the project / building. While the cases of many donors—on their own initiative—creating a large alumni sustainability fund are few, keep in mind that millions are routinely raised for sports facilities complexes by alumni associations, and the same could be true for clean energy centers on campus.

A sustainability donation option can be made available to existing alumni associations, or through the creation of a new sustainability-oriented association. Potential donors can be strategically targeted based on their field of study at their alma mater or on their current professions.



Alumni Funds Ratings

Fundraising: 4

Depending on the alumni pool, donations can range from thousands to hundreds of millions of dollars.

Project Focus/Effectiveness: 4

Large gifts can fund new sustainability centers or large-scale initiatives

Student Involvement: 3

Students may reach out to and partner with alumni associations to request sustainability-oriented contributions, but contributions ultimately depend upon alumni initiative.

Student Control: 1

Management of donations and/or a sustainability fund will generally be an arrangement between the alumni and the university administration.

Campus Engagement: 3

To the extent that students form relationships with alumni, the student body can benefit from the valuable resources—not only financial, but mentoring and expertise—that alumni can provide. Alumni involvement can also make large-scale initiatives possible, depending upon the size of the gift.

Longevity/Sustainability: 5

An alumni sustainability fund can be institutionalized to be a long-term funding source.



How to Secure Alumni Contributions on Your Campus

Setting Up an Alumni Fund

Preparation – Phase I

- **Study** existing alumni organizations
 - Research the general alumni organization at your school and how it contributes funds to student groups or campus projects
 - Research any existing academic department-specific alumni associations at your school (i.e., for the Environmental Sciences or Biology departments)
 - Research the campus alumni donation office, and if they have set up funds for student organizations
- **Network** with existing alumni contacts
 - Use existing alumni organizations as a base to find interested persons
 - Try to gain contacts with other alumni
 - Attend and speak at alumni events
 - Identify and recruit influential alumni to help lobby for your fund
- Develop a plan for to **engage alumni** in your sustainability projects
 - Plan events to draw interested alumni, with presentations on your projects
 - Plan a newsletter to keep alumni up-to-date on your groups activities
 - Push to have your projects profiled in general alumni publications and official school newsletters to alumni, by contacting the relevant journalists and press officers
 - Invite alumni to your group's general meetings
- **Draft a plan** for a dedicated alumni fund
 - Decide whether alumni funding should go directly to an account you control, or to set up a new account in the established, official alumni donor channels
 - Make clear guidelines for the types of projects for which this fund can be used
 - Set annual targets for donation amount
 - Define transparent financial oversight for the funds' use, at every step
 - Ensure tax-deductibility for donations to the fund
 - Incorporate alumni into the planning process, to gauge exactly what kind of fund they'd most likely support



Action – Phase II



- Create and implement **an action plan** to establish the fund
- Set up meetings with **influential alumni and administrators** for the campus alumni donation office to present your proposal
- Set up meetings with **bank officials**, if you will be operating the fund outside of the existing official alumni donor channels



Selected Case Studies

Princeton University

Gerhard R. Andlinger Center for Energy and the Environment

Gerhard R. (Gerry) Andlinger made a \$100 million gift in 2008 to his alma mater to create a center for sustainable energy research within the School of Engineering and Applied Sciences. The Gerhard R. Andlinger Center for Energy and the Environment will include funds for research and outreach, several new faculty positions, and new research laboratories. The Center will also complement Princeton's planned initiatives to bring the fields of fundamental science, public policy, and technology together to address energy and environmental issues.

<http://engineering.princeton.edu/news/andlinger>

University of Texas at Austin

Longhorn Environmental Alumni Assoc./Campus Env. Center Green Fund

The Longhorn Environmental Alumni Association at UT has partnered with the student government-run Campus Environmental Center to create a Green Fund for campus sustainability initiatives. Alumni can make direct donations to the Center to help it carry out various projects on campus, including recycling campus clean-up and beautification, and the annual "Trash to Treasure" program.

<http://www.enviroexes.org/greenfund.pdf>

University of California at Berkeley

Berkeley Environmental Alumni Network

The Berkeley Environmental Alumni Network (BEAN) is in the process of creating channels for funds to flow from alumni members directly to one of four funds (the Chancellor's Green Fund, the College of Natural Resources, the California Alumni Association, or the Strawberry Creek Fund) which all support campus sustainability projects. Alumni logging on to the BEAN network website can access information about sustainability efforts on the Berkeley campus.



REVOLVING LOAN FUNDS

A Revolving Loan Fund is an innovative and powerful tool which can be enacted in sync with many of the prior funding mechanisms mentioned in this guide, including student fee increases, endowment funding, administrative funding, and alumni

A revolving loan fund is a pool of money that finances campus projects and initiatives. An initial sum of money is set aside to create the fund and the fund is then administered to projects that have a quantifiable monetary savings or return. This funding mechanism is distinct from other funding mechanisms in this guide because the requirement of returns and savings limits the pool of projects that can be funded. Revolving loan funds have proven to be a popular mechanism for improving campus infrastructure, often funding energy efficiency upgrades and clean energy installation projects on campuses.

Unlike grant funds, money “revolves” through this fund, and a portion of the returns from projects is reinvested into the fund until the project has been entirely paid off. The money is then reused for more projects. Some loan funds are designed to grow over time and can provide even greater benefits. These funds require that projects return slightly more money to the fund than the project cost. This sort of requirement usually does not deter projects because revolving loan fund money is often easier to access and less expensive than borrowing from traditional sources, such as banks.

The process for establishing a revolving loan fund is similar to the process for establishing a fund from student fees (see section I). The creation of the fund can be supported and fostered by any member of the campus community. This usually depends on from where the initial funding is coming. If students are seeking to use student fees to create the fund, they will often lead a campaign to establish the fund. If administrators are eager to upgrade campus infrastructure they may spend the administrative budget or endowment money to jump-start the fund. Additionally, a revolving loan fund requires a board or committee to market the fund, create by-laws or a charter to dictate the project approval process (i.e. specify the exact returns projects must yield), and oversee the fund's allocation.

Revolving loan funds are one of the most innovative ways to address financial roadblocks that often deter campuses from investing in new projects. These funds capitalize on the long-term profitability of projects by covering initial costs and securing returns that make larger, more ambitious future initiatives more feasible.



Revolving Loan Fund Ratings

Fundraising: 5

Revolving Loan Funds have the potential to raise an enormous amount of money, and are self-sustaining. In 2006, Harvard University President Lawrence Summers said, "The best investment in the University is not the endowment, but the Green Loan Fund."

Project Focus/Effectiveness: 4

The board or committee selects the most promising projects, a process which avoids bureaucratic inefficiency. Effectiveness of these projects is up to the players directly involved, but if a large number of projects are successful, the entire fund will grow over time and create a larger fund that receives grander, more competitive project proposals.

Student Involvement: 4

Obtaining support for a revolving loan fund can be easy, relative to one-time funding mechanisms, because a structure for strict, quantified project evaluation is built in. If students are seeking to use student fees to create the fund, they will often lead a campaign to rally campus support for the fund.

Student Control: 4

The amount of control students have depends on whether they create and initially finance the fund. Students who assist in establishing a fund often have input into its implementation, especially if they are responsible for sustaining it through student fees. Students most often exercise control as members of the board or committee which approves projects or as project designers.

Campus Engagement: 3

Loan-making boards or funding committees are often comprised of a diverse collection of members from the campus community, but they often accept project applications from staff and faculty ahead of students.

Longevity/Sustainability: 5

The distinguishing strength of revolving loan funds is that they capitalize on the long-term profitability of projects by covering initial costs and securing returns that make larger, more ambitious future initiatives more feasible and project approval more competitive.



How to Create a Revolving Loan Fund on Your Campus

Establishing a Revolving Loan Fund

Preparation – Phase I

- Study revolving loan funds at other schools
 - Conduct interviews with student organizers and staff involved with RLF's
 - Use AASHE and Campus InPower resources to find model schools
 - **Identify the revolving mechanism** they used: projects must generate “percentage payback X” under “conditions X” until “end-date X”
 - Example: Projects must pay back 90% of estimated savings to the fund until 110% of the project cost has been paid back, plus interest
 - Look for schools with similar size, culture, and fiscal structure as yours
- Refine your revolving loan fund idea
 - Most importantly, **define how the RLF will work as a strategic vehicle:**
 - Why are you doing this?
 - How will your RLF change your campus?
 - What is your end goal?
 - Then decide what your ideal revolving mechanism rate is
 - Flesh out how and where the RLF would be governed on your campus
- Locate **potential funding sources**
 - Study the structure and history of potential sources on your campus – administrative, departmental, student government, etc
 - Research the decision making process for these funds
 - Research the rules for fund creation, disbursement, application, and continuation
- Create an **on-campus power-map** for your revolving loan fund campaign
 - Define: who you need to convince, your **allies**, and potential **opponents**
 - Research **entities that could house and carry out fund operations:** campus infrastructure divisions, academic departments, student government
 - Identify **key administrators** and what you can offer them, what can motivate their support
 - Identify **allies within student government**, and understand:
 - How they allocate funding
 - How they are elected, how the government structure functions
 - What financial or political support they can provide



Development – Phase II

- **Gain support** from as many campus stakeholders as possible or as necessary
 - Network with and incorporate other student groups
 - If appropriate, gather signatures from the general student body for support
 - Conduct meetings with as many staff and administrators as possible to gain personal support
 - When appropriate, gain departmental administration support before formal proposal to campus administration
 - Create a letter of support for faculty and department administrators to sign
- Form an **official proposal** for a revolving loan fund
 - Define what you're hoping to accomplish
 - **How** the RLF will operate
 - **Who** will oversee it
 - **What** benefits the university and student body will receive
 - Incorporate as many university staff and administrators as possible in drafting
 - Design and **frame the RLF as a cost-saving investment**
 - Provide a clear “business plan” for the fund's financial management
 - Make sure students have significant representation in decision making / fund operations
 - Consider creating a smaller pilot fund to demonstrate feasibility and financial benefits of the RLF, potentially using seed funding from student government



Action – Phase III

- Pursue the formal proposal process with the administration
 - Gain meetings with the highest level administrators possible and have a clear “ask” for them to take action on
 - **Follow up** with the support staff of these administrators quickly after the meeting to ensure swift action and accountability
 - Keep your allies and supporters **updated** as negotiations continue
 - If you get no official response or commitments to action, begin to use more **public tactics** of pressure such as media coverage, rallies



Success Stories: Student Profile

Timothy Denherder-Thomas, Macalester College

Describe your fund -- what did it accomplish?



Our fund is now \$102,000 and is starting to revolve (including growth). So far, it has allowed us to pilot water conservation, building insulation, and appliance efficiency projects, and roll out major cross-campus lighting improvements, saving over \$40,000 annually and hundreds of tons of carbon emissions. More importantly, it has helped change the frame of how administrators approach sustainability from one of cost to one of opportunity, catalyzing the other campus campaigns like the President's Climate Commitment. It has also empowered students to think differently about the way we make change - innovating, rather than solely advocating.

What inspired you to campaign for this fund?

We needed a way to get beyond the project-by-project basis on which student campaigns often operate - making one change, and then needing to start back at square 1 for the next. We also needed to break the assumption that sustainability is a sacrifice or a side-show to good institutional management through a mechanism that would clearly demonstrate its power. We also needed a tool that allowed students to start thinking entrepreneurially, and thus creatively.

What major obstacles did you encounter in the campaign?

We didn't have the logistics of how accounting, \$ transfer, and implementation would work out when we began, so it took us almost a year from when we got initial \$ to actually start rolling out projects.

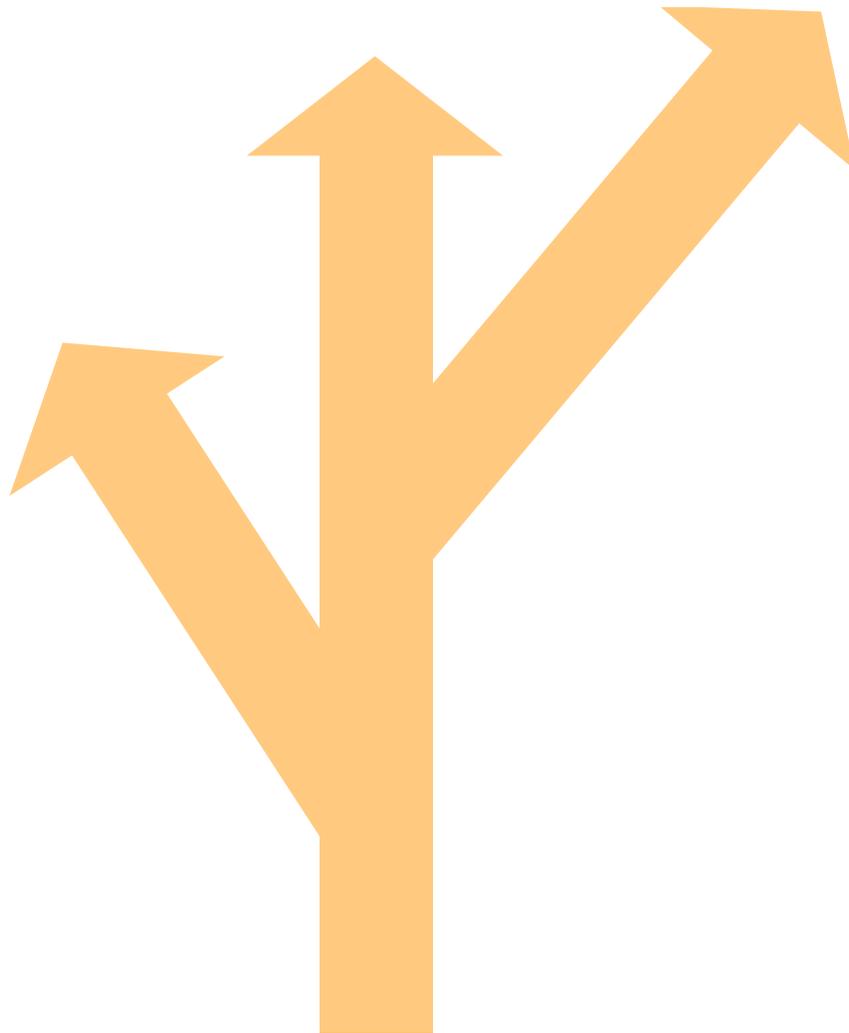
What would you tell students trying to start a similar campaign at other schools?

Take a path of least resistance. If you can get concrete support from student government or an academic department (we got both, seeding our fund with \$27,000) before asking administrators directly, do so. It creates and demonstrates buy-in. Also, make sure to make the arguments that help out each person you're talking to. Faculty are probably most interested in the academic opportunities that will be created. Financial officers are probably most focused on the savings created. Use all your talking points, but stress what's relevant for each audience.



What was the best part about running and winning your campaign?

It happened so fast and was really exciting. We almost didn't have time to wonder what happened. Students really got a lot out of the light-speed organizing process and the power we gained from having this kind of fund at the end.



Additional Case Studies

Macalester College Clean Energy Revolving Fund (CERF)

CERF (pronounced "surf"), is an independent fund at Macalester College that helps members of the Macalester Community finance profitable sustainability projects and recaptures the savings or revenue that they create to sustain and grow the fund. Started by students working with faculty, staff, and alumni in Spring 2006, the fund has grown to over \$100,000 and continues to expand, governed by a five person board, the CERF Board, which includes two students, a faculty member, an administrator, and an alumnus. The fund has implemented pilot projects in building insulation, water conservation, and appliance efficiency, and has done a full-campus retrofit of 4-foot fluorescent bulbs. CERF has helped change financial assumptions around sustainability on campus from a frame of cost to a frame of smart investment. The organization has also published a guide called "Creating a Campus Sustainability Revolving Fund", which has started to spread to other colleges across the country. <http://www.macalester.edu/cerf/>

Harvard University Green Campus Loan Fund (GCLF)

Established in January 2002, Harvard's GCLF provides zero-interest loans for projects that reduce the University's environmental impacts. These projects pay for themselves in five years or less for existing buildings and ten years or less for renovations and new construction. The fund began with a \$3 million allocation from the Harvard bank to the Harvard Green Campus Initiative (HGCI). GCLF-funded projects currently save the University \$4,000,000 annually with an average return on investment (ROI) of 35%. Harvard's President doubled the fund size in December 2004, and again in April 2006, yielding a total fund size of \$12 million.

Loans of up to \$20,000 are available for feasibility studies supporting early project start-up efforts. Loans are also available for solar photovoltaic (PV) projects, although even though actual pay back periods are much longer for PV—meaning these projects must find additional funding to pay back the revolving loan within their five-year window. In addition, applicants are allowed to "bundle" multiple projects into a single loan fund application, as long as the payback period of the bundled projects does not exceed 5 years.

The fund is administered and marketed by the staff of HGCI, which works across Harvard's many departments to assist in continuously identifying viable proposals. In 2007, an annual administration fee was applied to all future loans to cover the general costs of running the GCLF. A GCLF Advisory Committee, made up of central administrators and facilities staff, reviews project applications. This peer review process is designed to facilitate sharing best practices between facilities staff. To date, over \$8 million has been invested in over 160 projects across the campus.

<http://www.greencampus.harvard.edu/gclf/>



University of Maine Green Loan Fund

The University of Maine's loan fund is a \$300,000 account provided through the University's Foundation. The Foundation manages the accounting and approval of the loan funds. The University administration petitions for the loans on a project-by-project basis, and the Foundation defines a schedule of loan repayment from the project. Campus sustainability staff have noted that the revolving loan model fits well with the low availability of funds at public institutions in Maine. To ensure student participation, the Foundation created a specific stipulation that the concepts for projects should be initiated by students at the University.



A BIG THANKS TO OUR PARTNERS



ASSOCIATION FOR THE ADVANCEMENT OF SUSTAINABILITY IN HIGHER EDUCATION

THANKS TO AASHE for providing outstanding research and invaluable editing advice in the content of this toolkit. You've taken "Raise the Funds" to the next level!

ABOUT AASHE

AASHE is an association of colleges and universities in the U.S. and Canada working to create a sustainable future. It was founded in 2006 with a mission to promote sustainability in all sectors of higher education - from governance and operations to curriculum and outreach - through education, communication, research and professional development. Businesses, NGO's, and government agencies can participate as AASHE partner members.

AASHE aims to advance the efforts of the entire campus sustainability community by uniting diverse initiatives and connecting practitioners to resources and professional development opportunities. The association also provides a professional home for campus sustainability coordinators and directors. AASHE defines sustainability in an inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations.





BTG / BREAKTHROUGH GENERATION

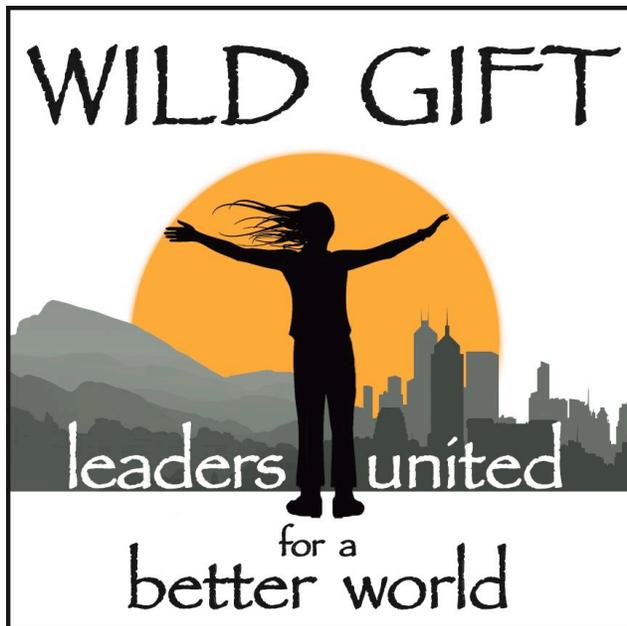
THANKS TO BTG for contributing hours of research, editing and graphic design for the toolkit, and for collaborating in the strategic direction of Campus InPower. Go team IN!

ABOUT BTG

Breakthrough Generation was founded on the premise that young people are today faced with an unprecedented opportunity to define a new politics for a new era. Breakthrough Generation – like our parent think tank, the Breakthrough Institute – is committed to creating a politics that recognizes the central importance of prosperity and security to our ability to become creative, unique, and caring individuals. Our overarching mission is to overcome ecological crises through a new kind of global economic development that increases security, expands opportunity, and unleashes human innovation. We thus see the creation of a new global clean energy economy as the defining challenge and opportunity of our time and the center of the neo-progressive movement.

Breakthrough Generation hosts an annual summer fellowship program for the country's brightest young intellectuals and activists.





THE WILD GIFT

THANKS TO WILD GIFT for the strong mentorship, leadership training, and financial support of Campus InPower. The deep Idaho wilderness experience made this program stronger!

ABOUT WILD GIFT

Wild Gift was founded on the belief that exceptional young men and women, who love nature and express their own unique nature, are needed as leaders. These are individuals who follow their own transforming ideas and ideals rather than conform to the status quo. These are individuals who are grounded in an appreciation of their own individuality, their link to the natural world, and the interdependence of all life. They believe in inclusive societies that have integrity, practice sustainable lifestyles, and are mindful of their stewardship responsibility to future generations. They are leaders who will work toward protecting wildlands and, whether they express themselves in industry, the arts, education, the environment, or the professions, toward building communities whose citizens live in harmony with each other and nature.

Our Mission is to give exceptional leaders, ages 21-30, a compelling experience in deep wilderness and the support to launch a self-designed project that promotes the stewardship of wild nature and development of sustainable communities. By 2015, we will support a network of 50 leaders working collaboratively to achieve our core values and beliefs.





BIG IDEAS AT BERKELEY

THANKS TO BIG IDEAS AT BERKELEY and Tom Kalil for the mentorship and financial support to make Campus InPower possible. What starts at Berkeley can take over the world!

ABOUT BIG IDEAS AT BERKELEY

Big Ideas @ Berkeley marketplace lets alumni, corporate and foundation partners, friends, and family support Berkeley undergraduate and graduate students who are passionate about tackling major global, regional, and local challenges such as clean energy, the environment, public health, safe drinking water, public policy, and technology-based entrepreneurship. Its mission is to provide funding, support, and encouragement to interdisciplinary teams of UC Berkeley undergraduate and graduate students who have "big ideas."



**THANKS FOR
READING!**

Campus  Power

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RESOURCES
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www.CampusInPower.org

