

Report of the Environmental Task Force at Bates College

April 15, 2005

... Bates College has felt and still feels a strong obligation to respect and protect the natural environment that has nurtured it. The obligation that is felt by those at Bates, which likewise exists for all humans, derives in part from the concept of reciprocity: as we humans have benefited from nature, so too humans should protect and respect nature.

From proposed "Preamble to the Guiding Principles for a Sustainable Campus"

Introduction

The Environmental Task Force gathered in the spring of 2005, to design a five-year plan for environmental initiatives at the College, and to reconsider the nature of the now vacant Environmental Coordinator (EC) position. These two goals are interactive: while the anticipated duties of the EC position are dependent on the details of the five-year plan, we also expect the next EC to participate in fine-tuning the plan. The Task Force was appointed following the resignation of the most recent environmental coordinator, who had worked largely in conjunction with the Environmental Confederation (EFED), a group of student and staff volunteers who oversee many of the College's environmental programs such as recycling, Earth Day events, and the Environmental Fair. Formation of the Task Force offered an opportunity to reengage faculty with staff and students in reviewing the state of our environmental affairs.

In our early discussions, we found it quite easy to develop a list of initiatives for the coming years. Many of these are described in the text below, and summarized in the "green matrix," under the section heading "Environmental Initiatives" below. Definition of the EC position has proved somewhat more daunting, in part because of our uncertainty over how best to integrate the position into the administrative structure of the College. In general, we think that a new framework is needed for environmental decision-making. In particular, how do we (the College) make decisions regarding environmental initiatives, especially as these may impact finances and generally require community participation? What is the College's ultimate commitment to developing and living by principles of sustainability? To whom should the EC report, and how can this position function most effectively and efficiently to bring students, staff and faculty together toward a common goal? How well defined are the environmental goals of the College, and how are they reflected (or not) in the College's mission statement? These latter issues are structural elements that need to be considered along with the nitty-gritty particulars of programs such as recycling, waste reduction, and energy conservation.

We first list briefly our four major recommendations, then discuss them in further detail in subsequent sections.

Recommendations

1. Environmental Coordinator. We believe that the existing half-time position should be redefined, and upgraded to a full-time position. A detailed justification for this change, including a job description and advertisement, is included below. We submit this to senior administrative staff of the College for their approval. If approved, we propose to begin searching immediately for a new EC.

2. Environmental Council. A new standing committee, formed of faculty, staff and students, should be created and charged with upholding the College's environmental policy. This group would also oversee and facilitate the EC's work and interaction with the campus community. The name "Environmental Council" is adopted for this report, although we have considered alternatives. We offer thoughts on the council's formulation below.

3. Environmental Initiatives. We present a multi-year plan of new and continuing environmental initiatives, across the following general categories: Energy, Waste, Grounds, Buildings and Maintenance, Education, and Purchasing. While not all-inclusive, these recommendations are wide-ranging. We anticipate that this plan will be expanded and fine-tuned once a new EC is hired.

4. Campus Sustainability. We support a broader review of the College's ethic of sustainability, perhaps culminating in a "Master Plan of Sustainability," that likely would include working with external consultants who have expertise in helping institutions of higher education. We have done preliminary work on a list of possible consultants, and include a proposal for how they could help us. At this time we believe it best to hire the EC before launching the sustainability initiative, to allow the EC to participate fully in creating the campus plan of sustainability.

Part I. Environmental Coordinator

Our recommendation: That the College expands the current position of Environmental Coordinator from half time to full time.

We recommend that the EC position be upgraded to full time given the sheer number of new environmental initiatives, described below in Part III, that we believe the College should undertake, in addition to the effort needed to oversee established programs such as recycling and the *Clean Sweep*. A secondary consideration is that we believe it will be easier to attract a highly qualified, dedicated EC with a full time position. Thirdly, substantial effort will be required to research and implement a campus-wide sustainability audit and follow-up, as discussed in Part IV. We also expect the EC to be involved with efficiency gains and fundraising efforts that could offset a significant portion of the EC's salary.

Implementing, coordinating and overseeing the College's environmental initiatives are the primary job functions of the EC. Leadership ability will be an important asset, as the EC will be expected to work with many students and other College employees whose work on environmental initiatives is *voluntary*. Efficient progress towards environmental goals requires that at least one individual arrives on campus each day with the College's environmental state as his or her primary job concern. Ongoing programs requiring a strong leader include the annual *Clean Sweep* and *Environmental Fair* activities. Regular intervention in our recycling program, especially in the dormitories, is still needed as we try to design an effective system of collection. Associated with these responsibilities will be the design of programs to accomplish new initiatives, including research into new methods and technologies that enhance sustainability. Keeping track, for example, of which materials are recyclable and expanding the list of recyclable items requires time and dedication. Monitoring of the effectiveness of the College's environmental programs through detailed studies and analysis will provide useful data to help the EC design and recommend further action.

Education is another important function of the EC. We need to develop programs that educate members of the campus community of their environmental responsibilities on campus, and encourage them to be full participants in all College sponsored programs and goals. We need orientation programs for new faculty, staff and students to raise awareness of the importance of recycling and reusing materials, and conservation of resources such as energy and water. While the College has had some success recycling paper, for example, a great deal of recyclable dormitory paper ends up in the trash. A new program with paid student recycling coordinators has just begun, and it requires significant time to organize and oversee. The EC would work closely with this group to troubleshoot and enhance the rate of materials collection. We propose that the EC create and oversee the upkeep of a web page that keeps all relevant information centrally located, including the College environmental policy and a list of initiatives linked to their descriptions and names of contacts working on them. A link for providing feedback from the community would stimulate new ideas, and in general the EC would be the contact person for all environmental issues at the College. We imagine that students, supervised by the EC, could perform much of the web development. A well-maintained web page is essential for providing information about the College's environmental accomplishments to the Bates community and the large community beyond. We note, for example, that

Physical Plant has been engaged in a program of upgrading equipment to improve energy efficiency, following recommendations made in a major campus energy audit by the firm *Combined Energies*. Much of this work, however, has been unknown to the wider community, leading some concerned individuals to wonder why we weren't moving ahead with efficiency improvements, when in reality, we have been!

In conjunction with major initiatives undertaken in each given year, we suggest that a concurrent program of campus-wide education be conceived and carried out by the EC. For example, as the College now plans a new dining commons and new Rand commons dormitories, we have an opportunity for learning about green buildings and engaging the campus in discussion of green design. In reality, these projects are moving ahead so quickly that the programming phases will happen before we have a new EC on campus, but they provide an excellent example of a context in which an EC can work in a timely fashion with the community. Education also involves bringing speakers to campus, such as the Muskie Environmental Lecturer, a program that seems to have been suspended. Another educative role for the EC could be to work with students on studies relevant to the College's operations, for example, on promoting energy conservation on campus, changing students' recycling ethic, or engaging students to improve the quality of the Androscoggin River, a subject of renewed focus following the recent creation of the Androscoggin River Alliance. Short Term presents a favorable calendar of opportunity for the EC to work with faculty, staff and students on projects relevant to sustainability goals.

We anticipate that the EC would meet regularly with the Environmental Council, whose members would serve as advisors and conduits to different sectors of the College. In addition to the members of this committee, we would expect the EC to make contacts with all constituent groups of the College, both to keep them apprised of new developments, and to communicate to the wider campus what environmental initiatives are ongoing. Serving as a resource for the College community would be another important role, as interesting ideas and queries often arise, such as whether medication bottles are recyclable, what happens to re-usable materials and fixtures in building that are demolished, and how used office materials can be distributed for reuse. The EC could also work closely, to mutual benefit, with the student-run Environmental Coalition.

In Part IV, we advocate launching a "master plan for sustainability," providing yet another significant task for the EC, who will be called upon to help the College define what *sustainability* means and how it is integrated into campus operations and campus life. While the Bates Environmental Policy indicates that we will strive to "conserve natural resources and support their sustainable use," we have yet to outline a broader vision of what sustainability means and how it guides our actions. There is growing recognition of the importance of sustainability in government, industry and higher education. An early definition of sustainability from the Brundtland Report (1987) suggests that *sustainability* "meets the needs of the present without compromising the ability of future generations to meet their own needs." A newer definition is emerging that considers how institutions operate to support financial, environmental and community goals over the long term, referred to as the "triple bottom line," first promulgated in the book Natural Capitalism. As an institution of higher education we must realize that we educate not only through the presentations in our classrooms and laboratories, but also in all facets of how we live our lives together in the natural and

human built environments. We hope the College can have broad, engaging discussions about what sustainability means at Bates. We hope that the EC could work with the Office of College Advancement to help promote the environmental aspect of the College to supporters, and to identify potential donors for sustainability initiatives that have significant financial implications. We are aware of how several of our competitor institutions have utilized staff in similar positions to raise significant funding for environmental programs and green building design. This would be a new feature of the EC's work that has been successful at other institutions and reflects the broader sense of the term "sustainability" mentioned above.

A job description for the Environmental Coordinator position follows. One important point that we are not completely clear about is where the position fits administratively in the College structure. Because much of the work involves physical operations, it does make sense to house the EC position within Physical Plant. Some on the Task Force think the EC should report to the Dean of Students, given the importance of student participation and educational initiatives in our conception of what the EC does. We also considered whether the EC should report to Senior Staff, or to the President. The EC will need to collaborate with all campus groups. Perhaps locating the position in Physical Plant would further enhance the collaboration with all areas of the College that already exists. We note that Bowdoin has a "sustainability coordinator," located within their Facilities Management department and reporting to its Director. Middlebury has a separate office of Environmental Affairs within its administrative structure. When President Harward initiated the Committee on Environmental Affairs in 1990, it understood that its recommendations were to be directed to the President. There is no single model for how the EC position fits into a college administrative structure and we're confident that a Bates-specific arrangement can be decided upon at the beginning of the search. In requesting the expansion of the EC to a full time position, we also seek the advice of senior staff on how best to integrate this position into the College's administrative structure, given the goals and tasks we've defined for the EC. It will be important that the EC be placed at an appropriate *level* within the College's administration to enable him or her to develop as a campus environmental *leader* with broad reach extending to the entire community. The aspirations of the position will reflect its status.

Job Advertisement

Bates College seeks a full-time Environmental Coordinator. This individual will report to [to be determined] and work closely with a committee of Bates environmental leaders [Environmental Council] to develop and implement the College's comprehensive environmental program. Responsibilities include facilitating cooperative programming involving faculty, staff and student groups, supporting new programs and carrying out related research, helping educate the College community, and assisting the College in environmental planning. Ongoing responsibilities include overseeing the student/staff run recycling program, coordinating the "Clean Sweep" collection of saleable materials at year's end, and coordinating the yearly environmental fair and Earth Day activities. New initiatives could include development of a long-term campus sustainability plan,

identification, in conjunction with the office of advancement, of funding sources for environmental programs, development and upkeep of an environmental affairs web page, incorporating green design into College building projects, and creation of orientation programs for new faculty, staff and students. The Environmental Coordinator will work closely with and mentor energetic students, possibly, for example, in environmental practicum courses during the College's five-week term in April and May. Additional interaction with the student-run Environmental Coalition and the academic Program in Environmental Studies is also encouraged. This is an excellent opportunity to make an impact both in the ongoing operations of the College, and through education programs, in the development of future environmental leaders.

Minimum qualifications: BA or BS in Environmental Studies or a related field; three years of experience with environmental or sustainability programs in higher education, a state or corporate sustainability office, or an nonprofit organization; strong written and verbal skills; comfort in working with individuals from all sectors of the College.

ENVIRONMENTAL COORDINATOR

Reports to: [Dean of Students, Physical Plant, the President, Senior Staff (?)]

Core

Expectations:

- Work with the Bates Environmental Council to develop and prioritize programs consistent with the College's Environmental Mission and work harmoniously with various college constituencies to implement these programs.
- Collect measurable data about campus wide participation in environmental programs
- Work with and educate students, faculty and staff to conserve natural resources
- Administer the Environmental Coordinators budget.
- Work with the Environmental Studies Program, Environmental Coalition and other interested groups to engage students in programs that promote the College's Environmental Mission.
- Act as point person for environmental initiatives on campus.
- Act as resource for academic programs interested in developing environmentally based curricula.
- Act as spokesperson and set the example for sustainability on campus.
- Maintain the college's environmental web page.

Broad Expectations:

- Set professional examples, which follow the vision and values of the College's Mission Statement as well as the Environmental Mission Statement
- Establish and maintains professional relationships with community members and association members.
- Perform other tasks as required.

Committee

Participation:

- Bates Environmental Council
- All other committees as appointed by the College

*Association
Participation:*

- Maine Green Campus Consortium
- University Leaders for a Sustainable Future
- National Wildlife Federation's Campus Ecology Program
- Others as deemed appropriate, in consultation with Environmental Affairs Committee

Qualifications:

Qualified applications will have a bachelor's degree with a major in an environmental field and three years of experience working on environmental and sustainability issues. Ability to work with diverse groups of students, faculty and staff is a must. Strong communication and leadership skills and familiarity with web design are important for a successful candidate.

Part II. Environmental Council

Our recommendation: A new standing committee, formed of faculty, staff and students, should be created for the purpose of designing and recommending environmental initiatives, as well as overseeing and facilitating the work of the environmental coordinator.

We believe that progress towards sustainability goals will require a persistent effort on the part of College constituents to oversee initiatives, develop new plans, engage the entire campus community, and work closely with the Environmental Coordinator. We expect that occasionally other community member will be engaged in *ad hoc* subcommittees, but accountability demands that a dedicated *standing* committee, including the Environmental Coordinator, be formed to keep its finger on the College's environmental pulse and make recommendations to the President on sustainability issues.

The *Environmental Issues Committee* was formed in the fall of 1990 by President Donald Harward, and charged with the task of making environmental recommendations directly to him. Its members represented all sectors of the College. Eventually the position of Environmental Coordinator was created in 1997, and the committee was reconstituted as the *Environmental Confederation*, known colloquially as EFED. While many have contributed to EFED over the years, and it has been effective in many ways, the committee has always been *ad hoc*, and at times has been without a clear leader, mandate, or sense that its recommendations had any sort of weight. We think it is time for an elevated recognition of this committee's work through its formulation as a standing committee, with credit given to staff and faculty who participate. Whenever possible, staff directors or their proxies should participate, in order to ensure that the committee's recommendations have some hope of implementation. Faculty participation has been inconsistent over the years. Creating a sustainable faculty presence on this committee will hopefully alleviate that problem and ensure a steady place for the "campus" in the "curriculum."

Proposed Legislation

Amendment to The Faculty Handbook of Bates College, ARTICLE V, SECTION 3: STANDING COMMITTEES: Under item f), Faculty-Staff-Student Committees, add the following language:

3) Environmental Council – the Environmental Coordinator, at least two faculty, including the Chair, appointed by the Committee on Committees and Governance, three staff appointed by Senior Staff in consultation with the Chair of the Committee, four students appointed by the Representative Assembly, the Environmental Health and Safety Officer, the Director of Physical Plant, *ex officio*, the Vice President for Financial Affairs, *ex officio*.

Part III. Environmental Initiatives

The Environmental Task Force has developed a “green matrix” for the next 5-years that specifically seeks to coordinate the work of the Environmental Coordinator with the College master plan and current environmental efforts, while also maintaining time for research and educational initiatives. The categories presented in the “matrix” are consistent with the Bates College Green Action Plan (GAP) and the duties of the Environmental Coordinator as defined above in the job description. The annual tasks within each category are broadly defined in this document, but will be developed into specific goals and objectives by the Environmental Coordinator working with the new Bates faculty, staff and student Environmental Council.

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ENERGY	Green Electricity	Green Electricity Conservation Programming	Check progress on Combined Energies work Conservation	Look at buildings not audited by Comb. Energies		
EDUCATION	Green Bldgs. Hire Env. Coordinator	Env. Fair Develop and maintain website Green buildings Muskie Lecture?	Env. Fair Personal Acct. Develop orientation prgms Muskie Lecture	Env. Fair Launch Orientation Pgms Muskie Lecture	Env. Fair Muskie Lecture	Env. Fair Muskie Lecture
WASTE	Recycling coordinators Clean Sweep	Clean Sweep	Clean Sweep Assessment of existing recycling pgms.	Clean Sweep Launch refined recycling program	Clean Sweep	Clean Sweep
BUILDINGS & RENOVATIONS	Selection of Rand/Dining architects	Planning of Rand/Dining	Develop general building guidelines	Green upgrades to existing buildings		
GROUNDS		Coordinate landscaping of Rand/Dining	Develop Guidelines for Bldgs & grounds	Research		
PURCHASING	Research on Rand/Dining Materials	Rand/Dining Materials Purchase	Rand/Dining Materials	Define function of purchasing	Implement campus-wide green purchasing language	

Explanation of entries in the Green Matrix

Green Electricity: Refers to the purchase of renewable electricity, either 100% hydroelectric or a mix of hydro and wind.

Env. Fair: The first Environmental Fair was held in September, 2004. We support making this an annual event to help orient the community on the College's environmental initiatives.

Clean Sweep is the program each spring that collects items discarded by students and sells them to the public, with the proceeds going to local charity.

Rand refers to the new housing commons in Rand field.

Dining refers to the new dining facility, to be built next to Alumni Gymnasium

Recycling Coordinators – this year a group of students have been hired as recycling coordinators to help improve collection from the dorms.

Combined Energies is an energy consulting firm that performed a detailed audit of many campus buildings during the summer of 2002. They presented a detailed plan outlining energy savings that the College has been working to implement, as resources allow.

Orientation refers to detailed materials and programs for informing new students, faculty and staff about the College's environmental mission and initiatives, as well as day-to-day tips on how to conserve energy and materials, recycle, etc.

Personal Acct. (Accountability) refers to an initiative that encourages each member of the community to assess his or her environmental impact and think of ways to achieve an ethic of sustainability.

Part IV: A Master Plan for Campus Sustainability

A major initiative in the coming years for the EC and the Environmental Council should be to develop a master plan for campus sustainability. This report, and all the issues and ideas herein, are of course related to campus sustainability. And while our history includes many environmental initiatives, some successful and some not, pursued by committed students, staff and faculty, the Task Force thinks that the College has not yet embraced or articulated an ethos of “sustainability” that will guide our efforts in the coming years. Elements of the proposed master plan might include: an exploration of how environmental concern has historically played a role at the College; a review of our environmental policy and the rationale behind it; exploration of the concept of the “triple bottom line” and how this might guide decision-making that has strong environmental implications; discussion and consensus building around the notion of the “campus as the curriculum,” i.e. achieving a better understanding about the education Bates provides by the way in which it operates, and the other ways outside of what is normally considered the curriculum; discussion of how decision makers should seek input from College constituencies regarding environmental impacts. These are just a few of the topics that might be considered in an effort to define the foundations of environmental awareness that guide all of our actions at Bates. We could also consider whether the College wishes to identify particular outstanding issues as fundamental to the basic notion of a liberal arts education. For example, should a graduate of Bates not have thought about the notion of “sustainability” in their education, as being relevant to whatever endeavor they will engage in post-Bates? How does “sustainability” mesh or interact with the educational mission of the College? Or, does it make sense to provide an environment for liberally educated students that doesn’t require some consideration of what “sustainability” entails? We note that “sustainability” is gaining momentum as a significant consideration in academic, business and community spheres. We also recognize that Bates has shown flashes of environmental leadership in the past, for example in the early efforts of Dining Services in the 1990’s, and in the establishment of the half time EC position in 1997. Full consideration of campus sustainability could help us regain that edge.

A specific example to illustrate sustainability issues at Bates involves the ongoing discussion of whether the College should purchase its electricity from 100% renewable sources, such as low-impact hydropower or wind generators. This is possible with a financial surcharge over the cost of the “standard mix” of sources, which is typically around 30% from renewables, with the rest from nuclear, coal and natural gas. If we buy renewable electricity, we could reduce our effective greenhouse gas emissions from 16.6 kMetric tons of carbon dioxide equivalent to 10.6 kMetric tons (based on 2003 electricity usage). Our motivation would be to reduce these emissions in recognition of their potential role in climate change. How do we decide that the additional financial burden is worth the perceived investment in a more sustainable future? An estimated surcharge for what green electricity would have cost in the past year is approximately \$40,000, compared to a total electrical cost of \$1.2 Million. Conversations at the College have focused on how to justify spending this amount. Do we need to raise this money somehow, for example, by asking students to pay a voluntary fee? There’s no easy way to calculate the financial value of reducing greenhouse gas emissions and help us make an informed decision on purely economic considerations. A broader approach is needed.

Another area is in green buildings. The cost of LEED certification has apparently come down as this device is further employed in building design, but it still represents an added cost. Planning for the (now defunct) new campus center incorporated a 7.5% added cost for green design. On the other hand, financial and aesthetic considerations led the College to build Pettengill Hall with a large, north-facing atrium that is energy inefficient. A recent student thesis estimates the yearly fuel intensity to be about 1.5 gallons per square foot, compared to an average of 0.9 gallons per square foot for educational buildings in the Northeast United States. Given the size of Pettengill, this represents tens of thousands of additional gallons of oil to heat the building. Assuming recent spot prices for No. 2 heating oil of about \$1.35 per gallon, this represents an additional yearly heating cost of tens of thousands of dollars, as well as additional million of pounds of carbon dioxide emissions. These figures are estimates, given the complexities of the energy dynamics of the building and the lack of individual building monitoring, and don't account for any reduced summer cooling load. A group of concerned students and faculty raised the issue of anticipated larger energy use with the north-facing atrium, and the architects had suggested alternatives, but the decision to build what we have was probably left to a very small number of constituents at the College. Is this an effective way to incorporate our environmental vision into our actions? How do we introduce triple bottom line considerations into our decision-making and not rely overwhelmingly on the financial bottom line, or on aesthetic considerations that don't account for sustainability? Is this a case where the decision doesn't make financial sense as well?

We think we could benefit by working with an expert campus sustainability consultant. Initially the Task Force wanted to hire a consultant to help us with our recommendations, but now we think it better to resolve the EC issues, hire the EC, and enable him or her to fully participate in major sustainability planning. We had received initial support from senior staff for bringing in a consultant and were requested to form a subcommittee that would generate a list of possible consultants. We've done some preliminary work on this, and list some potential consultants below, taking descriptions from their web sites. This list is not meant to be exhaustive, but rather illustrative of the types of organizations we think could help with our planning.

Potential Sustainability Consultants

1. SUSTAINABLE STEP NEW ENGLAND (www.ssne.org)

SSNE helps organizations to grow and thrive within a changing global and natural environment.

As a 501c3 not-for-profit, we partner with business, government, higher education and NGO's to:

- Identify the strategic opportunities embedded in an organization's connections to society's problems, and implement high-leverage actions that deliver improved products and services, cost savings, reduced risk, and top notch social and environmental performance.
- Implement best practices to deliver benefits such as enhanced reputation, customer loyalty, and employee retention.

- Create extraordinary training and special events to design, jumpstart, sustain and/or re-invigorate key projects.
- Help our region maintain the foundation of healthy businesses and communities in a strong, local living economy:
 - o Qualified, motivated employees
 - o Steady regulatory and market improvements
 - o Effective transportation infrastructure and affordable housing
 - o Reliable and cost-effective energy supply
 - o High quality of life for all.

New England is our home; we know its people and places thoroughly. With this expertise, we help you align your efforts with the forces and resources shaping our region's political economy and ecology.

2. GOOD COMPANY (www.goodcompany.com)

Good Company is a research and consulting firm that helps clients measure, manage, and market their social and environmental performance.

Our team can help you:

- Solve operational problems
- Plan for the future, and
- Communicate authentically with your stakeholders

University and college campuses are places of learning and action. Many institutions of higher education are currently at the forefront of understanding campus [sustainability](#) and taking action to build a sustainable world.

Services for higher education:

- Good Company's [assessments](#) provide structure and direction to the widespread movement to improve sustainability performance and reinforce the pedagogical mission with sustainable physical campuses.
- The challenge of campus sustainability requires a rethinking of campus [strategy](#) and new forms of [stakeholder engagement](#).
- Campus sustainability provides new opportunities for [education](#), through courses that study the physical campus and that provide service-learning opportunities for

students to contribute to the campus community.

For universities and colleges dedicated to training effective leaders for a changing world, our assessment provides the critical first step in clarifying what sustainability means and setting priorities for action.

3. WOODWARD AND CURRAN (www.woodwardcurran.com)

WOODARD & CURRAN is an award-winning, dynamic, growing **environmental consulting firm** integrating services in engineering, science, and operations to serve the public and private sectors.

Education, Medical & Other Institutions Clients:

Binghamton University, State University of New York

Environmental and chemical safety audit and Integrated Contingency Plan for the 12,000 student SUNY campus in Binghamton, New York.

Bowdoin College

Multi-media environmental compliance audit, Integrated Contingency Plan development, RCRA training, refrigerant study, and ecological sustainability and resource use study.

Project Summary: Ecological Impact Assessment reports on all campus activities

A campus-wide assessment was conducted that evaluated ecologic impacts resulting from activities in all functional areas of the college. All media were

addressed, including solid waste generation and recycling, transportation issues, energy use, hazardous materials use and disposal, water use and wastewater generation, and air emissions. Impacts were identified, assessed and evaluated for significance. Recommendations were made on the implementation of a management system that would enable the administration to select priority initiatives and ensure the initiatives are implemented and sustained.

George Washington University

Multi-medial environmental compliance audit.

Sustainability Principles

In our initial deliberations the Task Force considered the College's environmental policy and investigated similar policies for other academic institutions. We think a more complete, detailed set of sustainability principles needs to be generated as part of the master plan for sustainability. Below is a draft of a preamble to those principles, to help guide the deliberations of the environmental coordinator and environmental council.

DRAFT ONLY

BATES COLLEGE

Preamble to the Guiding Principles for a Sustainable Campus

Bates College was founded in 1855 in Lewiston, Maine, a fast growing city made vibrant by the natural power of the Androscoggin River. Throughout its history, the College has been influenced by the local and regional environments. When it was founded, the people who lived in Maine shared a vast 30,000 square miles of land. Much of the land was under cultivation, but much more existed as relatively undisturbed forests, marshes, lakes and mountains. Maine's wild and rural nature contributed to creating Bates College as we know it today. Students, faculty and staff at Bates have been nourished by foods cultivated in regional farms and have used Maine's land and water for recreation. But natural Maine contributes to life at Bates in still more fundamental ways. Those who work and study at Bates are bound to seasonal changes as we move from building to building, as we participate in sports and outdoor activities, as we dress to suit the climate, as the warm indoors become a relief to a blustery walk, and as we appreciate the early dusk in winter or the bright morning in summer.

As a result, Bates College has felt and still feels a strong obligation to respect and protect the natural environment that has nurtured it. The obligation that is felt by those at Bates, which likewise exists for all humans, derives in part from the concept of reciprocity: as we humans have benefited from nature, so too humans should protect and respect nature. Some at Bates believe that these obligations derive solely from the obligations we owe to each other and to those humans who will come after us -- the values of nature we seek to protect are the practical and aesthetic benefits that are provided to humans from a healthy environment. Others at Bates believe that the obligation to respect the natural world is, at least partially, an obligation owed directly to the natural world. Thus, even if no humans stand now to benefit from rich and vibrant natural ecosystems, their existence is still good, and so the obligation exists to protect natural ecosystems regardless of whether humans will benefit from them. However we understand it, the obligation to sustain and respect nature is deeply embedded in Bates' tradition of respect for all beings, human and otherwise.

Sustainable and respectful living in nature means that our current use of resources will not degrade the earth. This implies, first, that we minimize our use of non-renewable resources. Second, it implies that our use of resources will not decrease the quantity and richness of the natural world. Finally, it implies that we will cherish those traditions that

have been created by a balanced mixing of human culture and the rest of the natural world. Bates is committed to sustainability in each of these three senses.

Conclusion

We respectfully submit this report for consideration by the President, Senior Staff, and all members of the College. We sincerely hope it will lead to effective programs to reduce the College's environmental impact, and renewed vigor in the pursuit of a sustainable future.

Submitted by:

Erin Bertrand, '05

Christine Schwartz, Dining Services

Robert Bremm, Physical Plant

John Smedley, Physics (Chair)

Frank Chessa, Philosophy and Religion

Tom Wenzel, Chemistry

Dan Nein, Physical Plant

Caroline Wick '08

Camille Parrish, Environmental Studies

Ben Wish '05

Sarah Potter, College Store