

# **GREEN TASK FORCE FINAL REPORT**

**Illinois Wesleyan University  
May 2002**

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## I. Environmental Sustainability and Illinois Wesleyan University's Green Task Force

As we enter the 21<sup>st</sup> century, one of the key challenges facing us is how our consumer-oriented, industrial societies can better adapt to achieve environmental sustainability. Since the 1992 U.N. Conference on Environment and Development, governments around the world have concluded that achieving environmental sustainability is essential for future development. As defined by Cunningham and Saigo,<sup>1</sup> sustainability is “a real increase in well-being and standard of life for the average person that can be maintained over the long term without degrading the environment or compromising the ability of future generations to meet their own needs.” Universities across the nation and around the globe have begun to respond to the challenge this poses by committing themselves to being leaders in environmental responsibility. Such leadership entails not simply introducing environmental studies classes in formal curriculum, but changing the very way universities function. As David Orr has written, “every school, college, and university has a formal curriculum described in its catalog. But it also has a hidden curriculum consisting of its buildings, grounds, and operations.”<sup>2</sup> This hidden curriculum—the way a university consumes resources, disposes of its wastes, heats its buildings, waters its grounds, and treats its “pests”—teaches our next generation of leaders how to live their lives at least as much as any formal curriculum. The lesson we must teach through our hidden curriculum is ecological stewardship.

Two years ago, Illinois Wesleyan University took the first steps toward this goal. In spring 2000, in response to the passage of unanimous resolutions by the Student Senate and IWU faculty, the Illinois Wesleyan University Green Task Force (GTF) was formed. Comprised of students, faculty, staff and administrators (approximately 45 individuals in total), its stated purpose was to assist in reducing Illinois Wesleyan's environmental footprint. (See Appendix A for a list of GTF members.) The GTF defined its mission as to “assess the ways in which Illinois Wesleyan's daily activities impact the environment; consider successful approaches other institutions have taken to green their campuses; investigate state-of-the-art technology; and, develop a long-term environmental improvement plan for the University.” (See <http://www.iwu.edu/~gtf/>)

As originally prescribed, the GTF was to exist for a two-year period, culminating at the end of spring semester 2002. What follows is a final report summarizing the GTF's accomplishments and mapping out a long-term environmental improvement plan for the University to assume a position of leadership in environmental sustainability.

## II. Overview of Green Task Force Efforts, August 2000-April 2002

During the past two years, the GTF has actively worked to improve Illinois Wesleyan's environmental track record. Meeting in committees on a weekly or biweekly basis, the GTF has accomplished a great deal, most notably in the areas of recycling and environmental awareness, and secondarily in campus waste reduction and energy conservation.

### *The New Recycling Program*

Beginning in fall 2000, the GTF sought to explore alternatives to the existing recycling program. Established approximately ten years earlier, the campus recycling program was sorely underutilized. A study in May 2000 found that across campus the rate of recycling was only about 7%, compared to a state

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<sup>1</sup> William Cunningham and Barbara Saigo, *Environmental Science: A Global Concern*, 6<sup>th</sup> edition, McGraw Hill, 2001

<sup>2</sup> David Orr, “Breaking Ground,” *Yes! A Journal of Positive Futures*.

mandated rate of 40% for all public institutions and a 60% recycling rate for State Farm.<sup>3</sup> The GTF reasoned that two of the biggest impediments to a higher recycling rate on campus were the weak infrastructure for accepting recyclables on campus and the lack of strong educational efforts to promote recycling among the campus community. In December 2000, the GTF proposed to the administration that the University work with the Town of Normal to vastly increase the variety of items accepted for recycling in a more streamlined fashion. Under the new system, adopted by the University in spring 2001, glass, plastic, aluminum and all types of paper are now accepted for recycling; moreover, items need only be pre-sorted in three categories: containers, paper and cardboard.

#### *Implementing the Program*

Since spring 2001, much of the GTF efforts have been devoted to implementing the new recycling program. The first step entailed identifying and providing the infrastructure necessary to make collection of recyclables on campus possible and easy, including the following:

- purchasing a roll-off to collect all campus recyclables for pick-up (see Figure 1);
- purchasing 900 small recycling bins for each dorm room on campus (see Figure 2);
- purchasing 18 outdoor recycling containers for campus grounds (see Figure 3);
- purchasing an array of containers for buildings across campus, including the dining services in the Memorial Student Center and the Hansen Student Center;
- labeling existing containers with appropriate stickers for “recyclables” and “trash;”
- working with custodial staff to identify high-volume disposal areas for recyclables; and
- eliciting a commitment from Sodexo dining services to support our efforts.



Figure 1: Roll-off



Figure 2: Dorm Room Bin

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<sup>3</sup> *Greening the Campus: Illinois Wesleyan University and Its Role in Promoting Environmental Stewardship*, May Term 2000.



Figure 3: Outdoor Recycling Container

The money for these purchases, approximately \$30,000, came from an external grant from the Rockefeller Brothers Foundation to the Environmental Studies program.

More recently, in response to the GTF's recommendations, the University has indicated its intent to purchase an additional roll-off and to consider purchasing additional recycling containers to accommodate the large volume of recyclables and complete the campus recycling infrastructure. Additionally, it has helped make arrangements for the City of Bloomington to collect recyclables from fraternities and sororities, beginning in fall 2002.

#### *Monitoring the Program*

Once much of the campus infrastructure was in place by late fall 2001, the GTF began work to establish a system to monitor the success of the program and identify weak links in the recycling process. This entailed:

- meeting with custodial and labor crew staff to solicit their perspectives on the success and pitfalls of the recycling program; and
- establishing an organizational infrastructure of volunteer "building recycling coordinators" charged with monitoring the success of recycling in each campus building and acting as the liaison between custodial staff and building "residents." (See Appendix B, *List of Building Recycling Coordinators.*)

#### *Measuring IWU's Rate of Recycling*

Measuring the success of the recycling program proved more complicated. Unique features of the recycling program and the garbage disposal system at IWU make it very difficult to compile data from which to easily determine changes in the rate of recycling on campus.<sup>4</sup> Instead, the GTF concluded that the most accurate way to measure progress in the recycling program is to conduct periodic "dumpster dives." During these dumpster dives, the entire solid waste stream for the University for one day is collected in a central location. It is then weighed, with the volunteers being careful to separately record the total amount of recyclables collected and the total amount of garbage collected. Recycling (R) and garbage (G) are then calculated as proportions of the entire waste stream (WS). Finally, each bag of garbage is hand opened and sorted to determine the proportion of the garbage that could have been recycled but was not (-R). (See Appendix C, *Information Sheet for Conducting Dumpster Dives at Illinois Wesleyan.*)

<sup>4</sup> Specifically, garbage collection is paid for by dumpster-load, not by weight. Although recycling is also picked up by dumpster load, the size and shape of the dumpster is different. More significantly, garbage collection contains only IWU garbage; however, recycling contains an unknown but significant amount of recyclables from the local community, which at present has free access to dropping off recyclables in the IWU roll-off.

Students conducted a dumpster dive in May, 2000, in conjunction with the Environmental Studies *Greening the Campus* class.<sup>5</sup> The GTF has since conducted two “dumpster dives,” one in November 2001 in preparation for America Recycles Day, and one in April 2002 in preparation for Earth Day. Results for all three dumpster dives are summarized in Table 1, below.

**Table 1**  
**Measuring the Rate of Recycling at IWU**

	May 2000	Nov. 2001	April 2002
Rate of Recycling (R/WS)	7%	29.5%	19.4%
% of garbage that could have been recycled (-R)	NA*	36%	28%

\* The May, 2000 dumpster dive found that 64% of trash could have been either recycled or reused.

This table suggests that a sizeable increase in the rate of recycling occurred following the implementation of the new recycling program in spring 2001. The rate of recycling increased from ~ 7% in May 2000, prior to the implementation of the new program, to ~30% in November, 2001, following the new program’s implementation.<sup>6</sup> Though the rate of recycling dropped to 19.4% in April 2002,<sup>7</sup> this figure is somewhat misleading. At the same time, the proportion of material—particularly the proportion of paper—that could have been recycled but was instead thrown out decreased notably from 36% in 2001 to 28% in 2002. Thus, the dumpster dive results from April, 2002 indicate that the campus is learning what can and cannot be recycled. Since fewer recyclable materials were found in the garbage, the results also suggest that the success of the recycling program has improved somewhat. Finally, the April 2002 dumpster dive results indicate that the greatest improvements in the rate of recycling on campus stand to be gained from changing the behavior of students living in the residence halls. Compared to administrative buildings, where the 28% of the trash could have been recycled, 34% of all trash could have been recycled in the residence halls.<sup>8</sup> (See Appendix D, *Report on the November 7, 2001 and April 12, 2002, Dumpster Dives* for more detailed information.)

### *Educating the Campus*

In addition to the above, implementing the new recycling program has entailed extensive efforts to educate the campus community about the new program. These educational efforts have included the following:

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<sup>5</sup> *Greening the Campus: Illinois Wesleyan University and Its Role in Promoting Environmental Stewardship*, May Term 2000.

<sup>6</sup> Data on the rate of recycling at IWU does not include the recycling at Sodexo food service. This is because the University does not collect trash from Sodexo and it has, therefore, as yet proven too difficult to estimate recycling as a proportion of the total waste stream coming from the dining service.

<sup>7</sup> Although this rate of recycling is lower than November, 2001, the cause of this difference is difficult to identify. Over time, with a greater number of data points (dumpster dives), it will be possible to more precisely interpret the rate of recycling on campus.

<sup>8</sup> Comparable data for November 2001 is not available. An addition was made to the dumpster dive procedure for April, 2002 so that each University building was individually assessed, rather than simply collecting data on the campus as a whole. This change in procedure resulted from experiences during the November, 2001 dumpster dive, where it was noted that efforts to educate the campus community could be conducted with greater success if we were able to determine which buildings on campus were least involved in the recycling program.

- **a three-day kick-off event for the recycling program**, timed to coincide with **Earthapalooza 2001**, the campus Earth Day celebration. As part of this event, standing poster displays explaining the recycling program were located in major public areas across campus. Payroll staffers announcing the new recycling program were inserted in employee paychecks, and banners displaying a “Think Green” logo were hung across campus. Finally, a real-life display of one day’s worth of garbage at IWU and one day’s worth of food waste graced the quad—the latter appropriately positioned in an animal food trough.
- **a Fall Festival 2001 event** aimed at educating incoming students. As part of this event, and in conjunction with the Office of Residence Life, approximately 60 Residence Hall Advisors (RAs) received training on the new recycling program. Each RA, in turn, was charged with training the residents in his/her hall. All new students received canvas bags with the “Think Green” logo on it and information about the new recycling program. New students were also invited to attend an informational session on “Greening the Campus,” during which students learned about the various activities on campus related to environmental improvement.<sup>9</sup>
- an **America Recycles Day event**, on November 15, 2001. As with the Earthapalooza event, one day’s worth of garbage was displayed prominently in the center of campus—this time accompanied by one day’s worth of recyclables and signs explaining the significance of these mounds of waste.
- **an Earthapalooza 2002 event**, in which one day’s worth of garbage was again displayed with accompanying information.
- **recycling training sessions** during spring 2002, for 18 “building recycling coordinators” and fraternity and sorority members representing seven of the Greek houses. Representatives from all Greek houses also met with Mr. Dick Paulson, Director of Public Service for the City of Bloomington, to discuss the upcoming Greek recycling initiative.
- **a video production** made about campus recycling efforts and solid waste issues at IWU. Based on the 2001 Dumpster Dive (described above), this video is accessible through the IWU Admissions Office webpage and the GTF webpage.

### ***Environmental Education***

In addition to the events targeted specifically at promoting the recycling program, since spring 2001, the GTF has promoted environmental education in more routine ways as well. It has worked with the campus and local media to disseminate word of Illinois Wesleyan’s “greening” efforts. (See Appendix E, *Sample News Clippings on the Green Task Force*.) It has posted information about campus greening activities and GTF findings on its University website. It has developed and displayed “Think Green” table tents in the Bertolf Commons and the Dugout with messages aimed at making students aware not only of the importance of recycling and IWU’s new program, but of the need to reduce food waste and energy consumption at IWU. (See Appendix F, *Table Tents*.)

### ***Waste Reduction, Green Purchasing, and Energy Conservation***

Though the GTF has made the greatest advances in its efforts on recycling and environmental education, it has also spent considerable time trying to reduce food waste, decrease paper consumption, encourage

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<sup>9</sup> Unfortunately, the turnout at this last event was poor. There were approximately eight people attending two sessions, suggesting perhaps a lack of concern for environmental issues among incoming students and therefore, an even greater need to educate them.

the purchase of recycled products, and encourage energy conservation on campus, albeit with less immediate results.

#### *Food Waste*

With regard to food waste, studies by both the May Term 2000 *Greening the Campus* class and the GTF suggest that food waste is a significant problem on our campus. In April 2001, by weighing one day's worth of food waste thrown out by students at the Bertholf Commons dining facility, the GTF found that 513 pounds of food was thrown away—some of it never touched. In addition, each day on our campus a smaller amount of food gets tossed out without ever being served. In order to reduce food waste on our campus, in spring 2001, the GTF worked hard to identify a recipient for untouched food and found that Harvest of Hope was eager to accept excess food from our campus. Harvest of Hope, made up of local volunteers, picks up uneaten food and takes it to local shelters such as Safe Harbor, run by the Salvation Army. However, although Sodexo advertises nationally that it is a food donor, the GTF was unable to elicit a commitment from our Sodexo franchise to donate our excess food. To date, the only real efforts taken to reduce food waste on campus have been educational ones, including table tents offering statistics on food waste and the display of one-day's worth of food waste described above.

#### *Paper Reduction*

Reducing paper consumption on campus has also been an important goal of the GTF. Printing Services reported last fall that every year approximately 5 million pieces of paper go through the University's copy machines alone. The GTF has

- encouraged faculty and staff to double-side documents and to require students to do so;
- applauded the library and computer services for defaulting public printers to the duplex (double-siding) mode;
- applauded the University Communications office for the use of paperless, on-line news releases;
- worked with Printing Services to offer a one-copy-per-department option for photocopying of flyers and encouraged various campus programs to select this option.

Though the GTF has discussed many means by which to encourage greater reduction of paper use on campus, it has lacked the time to develop a coordinated and extensive campaign.

#### *Green Purchasing*

Similarly, the GTF believes strongly that for Illinois Wesleyan University to be a leader in environmental sustainability, the campus should consider its environmental impact when it makes purchases. The GTF has worked with Sodhexo to use only recycled paper napkins in its dining services. It has also conducted research on some options for purchasing 100% recycled paper at low cost, in bulk quantities. However, the decentralized nature of purchasing on the Illinois Wesleyan campus makes any effort to coordinate such purchases a major undertaking. As with the effort to reduce campus paper consumption, the GTF has lacked the time to develop a coordinated and extensive campaign for green purchasing.

#### *Energy*

Finally, the GTF has been extremely concerned with energy consumption on campus. However, conducting an energy assessment of our campus involves extensive research. Because the GTF was unable to find the time necessary to undertake such an important study, the GTF co-directors used the opportunity of their course *Creating a Sustainable Society: An Experiential Learning Seminar* to have students investigate this issue. Their study documented energy consumption at Illinois Wesleyan, prescribed energy conservation measures, and provided educational materials for use in future educational campaigns. The GTF has worked to publicize the findings of the report by making the report available on the GTF web page, providing information from it to students on table tents, and incorporating the

educational materials in the planned environmental education events for fall 2000 RA training. In addition, the *Argus* has published weekly energy conservation tips that were taken from the report.

### III. Summary of Green Task Force Successes and Accomplishments

As the above discussion indicates, the GTF has made some notable achievements. The new recycling program has been very well received—so well received that fraternity and sorority members have repeatedly asked to participate in the program. The GTF has received many unsolicited requests for additional recycling receptacles from staff and faculty members, RAs, and students living in residence halls, indicating their knowledge of the program and commitment to it. Tellingly, the campus rate of recycling has increased from its previous rate of 7%. Moreover, virtually all campus buildings are now included in the recycling program or in the process of being included in the program. In addition to the positive effects that recycling has in reducing use of raw materials, the expanded recycling program has likely saved the University money in reduced tipping fees for waste diverted from the trash stream to the recycling stream.

In addition to increased efforts at recycling, over the past two years the University has begun to witness a concern for reducing paper consumption. All Mellon Center publications are now double-sided, as are faculty meeting agendas from the Provost's office. The Mellon Center has made many of its documents available on-line rather than distributing individual copies to each faculty member, and the University calendar is now distributed as one copy per department, rather than one copy per employee.

The GTF is hopeful that the administration's recent request for help in reducing energy consumption by computers left idle on campus indicates a heightened concern not just to the economic costs of wasteful energy consumption but the environmental costs as well.

The increase in environmental awareness across campus is further evidenced by a number of spin-off initiatives pursued by other offices on campus, including:

- the hosting of an environmental speaker, Eric Pallant, as the keynote speaker for the spring 2001 John Wesley Powell Research Conference;
- the decision by the Office of Residential Life to make the environment one of two key themes it promoted during Fall Festival 2001;
- the awarding of an honorary degree to ecologist and environmentalist Sandra Steingraber and the decision to make her the keynote speaker for President's Day 2001

As important for the long term success of Illinois Wesleyan University's efforts at environmental sustainability is the achievement of cross-campus participation and strong working relationships between faculty, staff, students, and administrators on campus greening issues.

A final accomplishment of the GTF has been local and national recognition for Illinois Wesleyan's efforts at environmental sustainability. In spring 2001, the GTF was awarded the *World of Difference Award* by the Ecology Action Center (Normal, IL). The following fall, our efforts were publicized nationwide in the National Wildlife Federation's Campus Ecology portfolio of universities promoting environmental stewardship. Recently (6 May, 2002), IWU is the featured university on the NWF Campus Ecology webpage.

#### IV. Plan for Long-Term Environmental Sustainability at IWU

Still, if Illinois Wesleyan is truly interested in becoming a leader in environmental sustainability, several changes must occur. We must

- reduce the amount of energy consumed;
- reduce the amount of paper consumed;
- reduce the volume of water consumed;
- reduce the amount of food wasted;
- reduce the use of toxic substances;
- increase the campus recycling rate;
- purchase products made from recycled materials; and
- purchase products that have been certified as harvested or manufactured on a sustainable basis.

Such changes will not only allow Illinois Wesleyan to function in a more environmentally sustainable manner, but they will save the University money as well. These changes are discussed further in the following section.

##### *Energy*

Energy is a large expenditure at Illinois Wesleyan University. The total cost for electricity, natural gas and gasoline from July 2000 – June 2001 was \$2,054,126.78.<sup>10</sup> The vast majority of this energy came from fossil fuel consumption. Coal-fired power plants provide most of the electricity used by IWU, with nuclear power contributing the balance; natural gas is used to heat most of the buildings on campus while petroleum is the sole fuel used for campus-related transportation. Based on its energy usage from July 2000 to June 2001, Illinois Wesleyan contributed approximately 14,906 tons of carbon dioxide to the atmosphere.<sup>11</sup> Emissions from the combustion of fossil fuels contribute to many environmental problems, including global climate change, photochemical smog and acid and heavy metal deposition. To minimize our role in creating these problems, we strongly recommend that IWU follow the recommendations in the *Illinois Wesleyan University Energy Assessment: A Guide to Campus Energy Use and Suggestions for Improvement* (fall 2001). These include changing many light bulbs to the most energy saving fluorescents, powering down computers when not in use, replacing old and inefficient boilers, and, most importantly, utilizing geothermal heating and cooling when new buildings are constructed or old ones are renovated. By conserving energy, Illinois Wesleyan can save money, contribute to the release of fewer pollutants into the environment, and help preserve our global ecosystem.

##### *Paper*

Paper products make up approximately 50% of a campus waste stream<sup>12</sup>. During the IWU dumpster dive on November 7, 2001, 196 pounds of paper (excluding cardboard) that could have been recycled were instead thrown away, which represented 21% of the material that could have been recycled. Likewise, during the dumpster dive on April 2, 2002, 203 pounds of paper were discarded, which represented 23 % of the material that could have been recycled. The loss of paper represents a waste of that resource, but it also represents a loss of energy, water and other resources used in the production of paper. In addition, it

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<sup>10</sup> *Illinois Wesleyan University Energy Assessment: A Guide to Campus Energy Use and Suggestions for Improvement*, fall 2001

<sup>11</sup> Excluding most transportation used by the Admission Office: *Illinois Wesleyan University Energy Assessment: A Guide to Campus Energy Use and Suggestions for Improvement*, fall 2001

<sup>12</sup> *Greening the Ivory Tower*, Sarah Hammond Creighton, MIT Press, 1998.

represents the loss of trees that produce oxygen, consume our planet's excess carbon dioxide and provide habitat for many organisms.

### *Water*

IWU is one of the largest water users in Bloomington, Illinois.<sup>13</sup> During May 1999 – April 2000, IWU used 59,400,000 gallons of water at a cost of approximately \$211,938.93.<sup>14</sup> The City of Bloomington currently gets its water supply from two reservoirs, Lake Bloomington and Lake Evergreen. However, due to droughts over the past several years the water levels in both lakes have often been below their capacities, which has brought about water shortages. In the future, such shortages may also be exacerbated by the rapid growth of industry and the increase in the Bloomington population. Uncontaminated fresh water will likely be one of the most precious global commodities in the future. The United Nations Environmental Programme has identified fresh water as the source of conflict for the 21<sup>st</sup> century. Low flow showerheads and toilets should replace those more wasteful models still remaining on campus. In addition, an educational campaign on water usage is essential.

### *Food*

Illinois Wesleyan should make an effort to reduce the amount of food waste by students. As noted above, the GTF found that on one typical day 513 pounds of post-consumer food was thrown away at the Bertholf Dining Commons. Nationwide, the U.S. EPA estimates that 27% of the food produced on farms in the U.S. ends up in the landfill. This also represents a waste of energy and water used to produce and process the food. On many campuses food waste is turned into a resource through composting. The University should investigate composting options on campus, or with other institutions (e.g. ISU or BroMenn Hospital). In addition, the University should work with Sodexho to redistribute to local shelters the unconsumed, edible food left over in the IWU Dining Commons that never made it to anyone's plate.

### *Toxic Substances*

The use of toxic substances on campus should be carefully evaluated and eliminated, or reduced, where possible. Many compounds that are used on campus in everyday maintenance of buildings and facilities (e.g. cleaners, floor strippers, etc.) have characteristics of hazardous wastes (e.g. are toxic, corrosive, ignitable, or reactive). Our own alum, Sandra Steingraber, who was recently awarded an honorary doctorate by IWU, has eloquently presented strong evidence that human cancer rates are increasing due to the heavy reliance on chemicals, the vast majority of which have not been tested for human safety.

### *Recycling and Recycled Products*

The GTF has made great strides in implementing a campus-wide recycling program. However, not all buildings have recycling containers, and educating the IWU community and attempting to increase the recycling rate is an on-going effort. Moreover, the physical plant has encountered a recycling bottleneck—due to the volume of recycling, labor crew time constraints, and lack of student workers—which needs to be better addressed. Ideally, in order for the labor crew to process the recyclables more efficiently, IWU should construct a building large enough to house all recycling bins and the cardboard bailer, and provide an area for sorting materials. The building should be heated and it should contain a wash basin for rinsing the canvas liners so that they can once again be used to collect recyclable containers. Such a building would consolidate the recycling facilities in one area, reduce the problem of student workers not wanting to perform recycling work in inclement weather, and provide an area for storage of certain materials, such as cardboard, fluorescent light bulbs, used motor oil, etc, which are recycled on an intermittent basis.

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<sup>13</sup> *The Pantagraph*, 18 Nov. 2000

<sup>14</sup> *Greening the Campus: Illinois Wesleyan University and Its Role in Promoting Environmental Stewardship*, May Term 2000.

In addition, it is important that IWU assist in “closing the recycling loop” by purchasing products made from recycled materials. The efforts of Printing Services and the secretaries across campus should be coordinated in purchasing recycled paper and other products. Orders for larger quantities of materials result in lower prices, and by coordinating such orders IWU can increase the use of recycled products at a lower cost.

#### *Sustainable Products*

IWU should adopt a purchasing policy and establish contracts that stipulate the use of only those products that have been harvested/manufactured on a sustainable basis. For example, though the mahogany in The Ames Library is quite beautiful, mahogany is a slow-growing tropical tree, that cannot be harvested on a sustainable basis (Jeff Klemens, IWU alumna, personal communication). By purchasing this wood, Illinois Wesleyan has contributed to tropical deforestation.<sup>15</sup> Other institutes of higher learning, such as Middlebury College, only purchase locally grown wood that has been harvested on a sustainable basis. Middlebury’s new science center was completely outfitted with such wood. Another example concerns the excess use of plastics. Plastics not only rely upon limited fossil fuel resources for their production, but release toxic and carcinogenic substances into the atmosphere in their production process and if incinerated when disposed. In addition, plastics degrade very slowly and produce toxic by-products during the degradation process. Other universities use porcelain and stainless steel dinnerware as much as possible, and at least one school has substituted for plastics corn-based bowls and utensils that can be composted. Illinois Wesleyan University should work with Sodexo to find alternatives to the non-recyclable, plastic dinnerware and utensils that are currently used.

### **V. Institutional Changes Necessary for Illinois Wesleyan University to be a Leader in Environmental Stewardship**

To continue the GTF’s work in identifying changes necessary for campus environmental sustainability, a new, permanent committee, the **Committee for a Sustainable Campus**, has been created. However, the implementation of the changes mentioned in this report requires a high degree of coordination and oversight, which cannot be accomplished solely by IWU personnel voluntarily serving on the Committee for a Sustainable Campus. *In order to implement these changes, IWU must hire an Environmental Coordinator.*

Improving environmental stewardship at Illinois Wesleyan requires consistent efforts to follow through on a vast number of details. Over the past two years the members of the GTF have attempted to perform such duties, but because of their other normal duties, it has been a very difficult, and frequently overwhelming job. The situation at IWU is not unique in this regard. It is precisely for this reason that many prestigious schools committed to environmental sustainability—including Middlebury College, Brown University, Emory, Tufts, Tulane, the University of Wisconsin-Madison, and a number of others—have instituted full-time environmental coordinator/manager positions. These individuals educate their campuses; they conduct research on best-available technologies; they develop proposals for policy change, equipment modification, and building (re)design; and they save their schools money. We strongly encourage Illinois Wesleyan University to hire a Director of Environmental Affairs to perform these duties. To assist in this effort, the GTF has developed job description for such a position. (See Appendix G)

In addition, we recommend that Illinois Wesleyan adopt a General Education flag in Environmental Sustainability. A sustainability flag would follow the overall goals of the general education program, but

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<sup>15</sup>In addition, in some parts of Latin America mahogany is harvested by the use of slave labor. Larry Rohter, “Brazil’s Prized Exports Rely On Slaves and Scorched Land,” *The New York Times*, March 25, 2002, Late Edition - Final, Section A, Page 1.

would focus specifically on raising students' awareness of environmental problems. It would also increase students' understanding of the changes necessary to achieve sustainability and assist in the university's efforts to achieve this goal. At present, only 8% of college campuses in the U.S. have such a requirement<sup>16</sup>, and Illinois Wesleyan could clearly become a leader with this initiative.

**Conclusion** – We strongly recommend that IWU address the environmental issues listed in this report. Environmental sustainability is important for a number of reasons. The U.S. has slightly less than five percent of the world's population, but it uses 25%-30% of the world's resources and generates approximately one third of the world's municipal solid waste. The world population is growing exponentially; each second, on average, five people are born and two people die, for a net gain of three people per second. The vast majority of the world population growth is in the developing countries, and these people want to emulate our standard of living. However, our extravagant lifestyle is not environmentally sustainable for us, let alone them. Many problems in the world today, including terrorism, can be traced to inequalities in resource consumption and environmental degradation. If we do not make changes, at the very least our present lifestyle will be in doubt; at the very most, the continued existence of our species will be at stake. This is a fact that most environmental scientists agree upon. Some very difficult societal changes must therefore be made today, which is precisely the reason that universities must become models of sustainability. Other universities—including Brown, Colorado College, Cornell, Dartmouth, Middlebury, Oberlin, Tufts, University of North Carolina at Chapel Hill, and many others—have adopted campus-wide commitments to make the necessary changes for environmental sustainability. If IWU wants to be a role model, too, it must work to function in a more environmentally responsible manner. By taking the types of actions described in this report, IWU can establish for itself a national reputation as a leader in environmental sustainability.

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<sup>16</sup> *Illinois Wesleyan University Energy Assessment: A Guide to Campus Energy Use and Suggestions for Improvement*, fall 2001

**APPENDIX A****GREEN TASK FORCE MEMBERS, 2000-2002**

Heidi Anderson  
Judy Archer  
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Chris Kawakita  
Paul Kehle

Warren Kistner  
Stacey Kolegas  
Vera Leopold  
Chris Lyons  
Jim Matthews  
Kerri McKeown  
Diego Mendez-Carbona  
Lani Narciso  
Valerie Orlando  
Jenny Olson  
Jo Porter  
Trisha Powers  
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Abigail Jahiel, co-Director

## APPENDIX B

## LIST OF BUILDING RECYCLING COORDINATORS

Building	Liaisons	Phone	E-mail	Day Custodians	Night Custodians
Ames Library	Lynda Duke Sarah George	3220 3984	Lduke@titan.iwu.edu Sgeorge@titan.iwu.edu	Mark Butler Donald Dearth	Gara McCormick Steve Sylvester
Arnold Health Center (Magill Hall)	Penna Evans	3107	Pevans@titan.iwu.edu	Pam Gaddis  Eric Blanes	
Buck Memorial Library	Betty Hornbrook Kerry McKeown	3044 3973	bhornbr@titan.iwu.edu kmckeown@titan.iwu.edu	David Towers	Andrew Crabill
CLA	Patra Noonan	3420	pnoonan@titan.iwu.edu	Kim Bray	Roselia Garcia Bruce Johnson
CNS	Judy Huff Deb Gorden	3060 3940	jhuff@titan.iwu.edu dgorden@titan.iwu.edu	Mark Albright Michael Vinson	Alba Alvarado Judy Ekstam John Taylor (3rd shift) Walter Carter Dan Isaia (3rd shift) Elsa Rodriguez
Counseling Center	Karen Hilton	3052	khilton@iwu.edu	Pam Gaddis	
English House	Stacey Shimuzu	3902	sshimizu@titan.iwu.edu		
Evelyn Chapel				Warren Beyer	
Fort Natatorium/Shirk	Missy Smock	3334	msmock@titan.iwu.edu	Angel Garcia Steven Carter (2nd shift) Maria Burtis	Donna Baird Clarressa Kirkwood  Jose Lopez Michael Tinervin
Hansen Student Center				Michael Irvin  Gerry Schroeder	
Holmes Hall	Lorrie Gummere	3710	lgummere@titan.iwu.edu	Gordon Ramey	Jose Rodriguez
McPherson Theater					Ronald Rousy
Pub, Print, Mail Serv.	Judy Archer	3387	jarcher@titan.iwu.edu	Darlene Stevens	
Presser Hall	David Vayo	3068	dvayo@titan.iwu.edu	Joseph Baptiste	Mathew Trickel
School of Art	Marlene Ortman	3077	mortman@titan.iwu.edu	Steven Novel	
Shaw Hall	Kim Phillips	3199	kgphilli@titan.iwu.edu		
Stevenson Hall	Jane Randall Jenny Hand	3751 3760	jrandall@titan.iwu.edu jhand@titan.iwu.edu	Marilyn Kaufman	

## APPENDIX C

### HOW TO ORGANIZE A DUMPSTER DIVE

#### Necessary Materials:

- a crew of enthusiastic, energetic, and environmentally committed volunteers
- a committed and cooperative physical plant crew
- a large space with an open floor plan and convenient access for trucks (it also helps if this space has a place for the disposal of liquids)
- two scales: one hanging scale for weighing bagged material, and one standing scale, for weighing material in large garbage containers
- 2–4 large, empty trash cans, plus extra empty trash bags
- reusable jumpsuits and gloves to protect the clothing of volunteers
- clipboards, pens, and easy to read forms for recording weights
- tape and markers for labeling trash bags as they are being collected
- chalk, markers, fliers, table tents and other items to advertise the dive to the campus community

#### First Steps: Before the Dive

1. Select a date for the Dumpster Dive: Meet with the physical plant crew responsible for garbage pick up to see what the weekly schedule is like. You want to select a day where garbage pick up will be average and you want to “purge” the system (i.e., you want do a campuswide trash pick up) the day before the dive to ensure that you will be measuring one day’s worth of waste.

2. Examine your waste management system to see what parts of the campus have outside trash collection (e.g., dining services or Greek houses), and consider how this will affect not only what you will receive on the day of the dive, but also the calculations you can make. If, for example, your dining services have a separate waste management service but use the campus recycling facilities, your dumpster dive will not tell you how much total waste they produce nor what percentage of their waste stream is recycled. Furthermore, you might not want to include their recycling figures in your calculation of the campuswide percentage of recycling.

3. Arrange your public relations campaign—the on-campus advertising to announce the event and attract additional volunteers, as well as any reporting on the event. For the former, create table tents for display in public dining spaces a week to 10 days before the dive (see attached sample); talk with campus media (radio, newspaper, the Web, and campus television, if you have it) about running announcements; create fliers; ask faculty members to announce the event in faculty meetings or classes, and talk with the administration or Information Technology about the possibility of sending an e-mail message to all campus members; and two or three nights before the dive, chalk announcements on campus sidewalks. For the latter, talk with your campus Public Relations department to see what help they can provide.

4. Acquire necessary supplies. Arrange with the physical plant to have trash cans and a standing scale at the site on the day of the dive. If your campus does not have a hanging scale, investigate renting or purchasing one (IWU found scales for weighing livestock feed for \$30–\$35). Make sure you have coveralls, gloves, and materials for marking the trash bags as they are collected.

5. Consider what information you want to discover via the dive and prepare forms for keeping track of data. Types of information you might gather includes the following:

- one day’s contribution to the waste stream, in pounds (combined total of recycling and trash)
- one day’s worth of trash, in pounds

- one day's worth of recycling, broken down by category (mixed paper, mixed container, and cardboard), in pounds
- percentage of trash that could have been recycled, again broken down by category
- relative success of your recycling efforts broken down by building and building type (e.g., academic buildings, residence halls, and administrative offices)
- a general sense of how much of your recycling becomes trash because of contamination (e.g., when food waste is thrown into a mixed paper container)

Because the personnel filling out the data forms will probably be changing throughout the day of the dive as people come and go, these forms should be clear and fairly self-explanatory. They should also reflect the kinds of measurements you want to make. For a sample form, see the attached document; in general, however, your form should list the buildings from which trash and recycling are to be collected, and should have one column for the weight of trash before it is sorted, three columns for the weight of recycled materials (one column for each category of material), and three more for the weight of recyclable materials sorted from the trash. In addition, you may want to include a column for bags of recycled materials that were contaminated and must, as a result, be considered trash.

Information gathered in your first dive will be your baseline measurement; subsequent dives will allow you to calculate gains or losses in your recycling efforts. All dives will help you decide where to concentrate future efforts.

6. It is also useful to consider, before the day of the dive, what exactly will be sorted from the trash. Are you going to pull all materials that could have been recycled, or are you going to pull only materials that can still be recycled? Are you going to sort out items that might not have been "recyclable," but that could easily have been reused? (E.g., clothing, glassware.)

### Second Steps: The Day of the Dive

1. Early in the morning the day of the dive, volunteers should meet up with the waste collection crew to travel with them, mark the bags, and generally help the crew. We use a combination of colored tape, to indicate type of building (residential, academic, or administrative) from which each bag has come, and a two-letter code to specify the precise building. You may need a third marking element to differentiate waste from recycling. Also, you may use a different breakdown of building types (e.g., tracking which buildings have lots of public use).
2. At the site of the dive, make sure that the scales are set up, that there are empty garbage cans available for sorting recyclable materials from the trash, that the data sheets are there with a clipboard and pen, and that coveralls and gloves are available. Also establish where trash and recycling from different campus locations will be piled before weighing. You might, for example, tape off and label quadrants of the floor. Also before the dive, take the weight of your empty garbage cans. Some materials may be too large or cumbersome to come to you in bags, and will have to be weighed on the standing scales in the cans. If you know the weight of the cans, you can then subtract it from your measurements.
3. Once waste and recycling materials begin to arrive, begin by weighing them in an orderly fashion to establish how much, in pounds, the campus is throwing away and recycling. Once bags have been weighed, move the recycling to one side for removal, and trash to another for sorting.
4. Once trash has been weighed and moved to a sorting area, begin the actual "diving." If you want to measure how well or poorly individual campus locations are doing at recycling, make sure that you sort only through bags from one location at a time. Put rescued mixed paper in one trash can, mixed containers in another, and then stack the cardboard; rebag the trash and set it aside for collection. Once

you have sorted all the bags from one location, empty the contents of the cans into new bags, weigh the rescued recycling, and note the amounts on the data sheet.

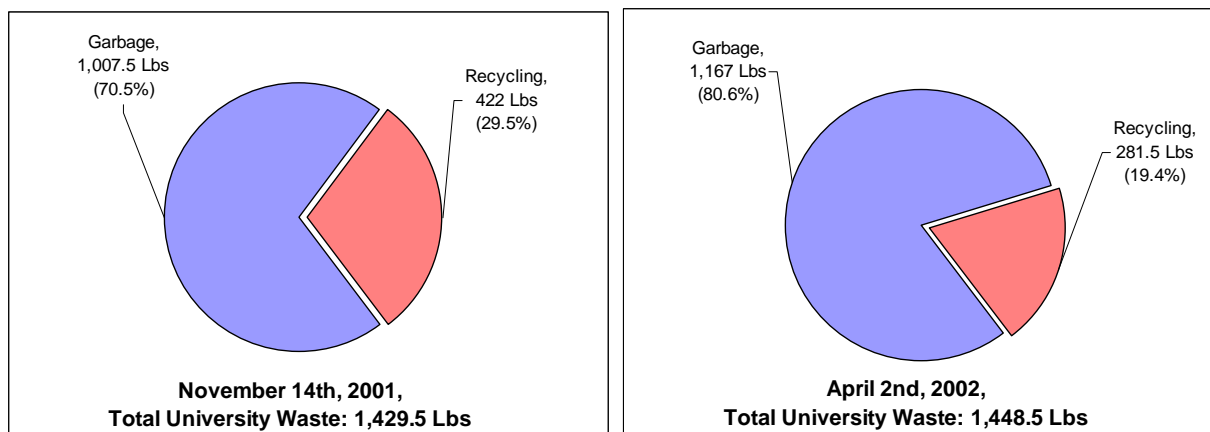
5. If you have public media coming to do stories on your dumpster dive, arrange to have spokespeople available to talk with them. Regardless of whether or not others will be there, you may want to videotape the dive—or parts of it—for use in your educational campaigns or simply for a record of the event.

6. When it's over, pat each other on the back and collapse. Over the next few days, you can begin going through the data to compile total numbers for waste, recycling, waste and recycling, and other areas of interest.

## APPENDIX D

REPORT ON THE NOVEMBER 7, 2001 AND APRIL 12, 2002, DUMPSTER DIVES<sup>17</sup>

## Comparison of November 2001 and April 2002 Analysis of University Waste



The tally of the total waste generated by Illinois Wesleyan University in two different dates offers a surprisingly similar figure.<sup>18</sup> On November 14<sup>th</sup>, 2001<sup>(19)</sup>, a total of 1,429.5 Lbs of waste were generated, of which 422 Lbs (29.5%) were recyclable materials collected by the existing university's recycling program. On April 2<sup>nd</sup>, 2002<sup>(20)</sup>, a total of 1,448.5 Lbs of waste were generated, of which 281.5 Lbs (19.4%) were recyclable materials.

As is typical of a university, in both dumpster dives, the largest component of recyclable materials was paper (65% and 48.9%, respectively,) followed by cardboard (22% and 28.6%, respectively,) and mixed containers (glass, plastic, and cans; 13% and 22.5%, respectively.)

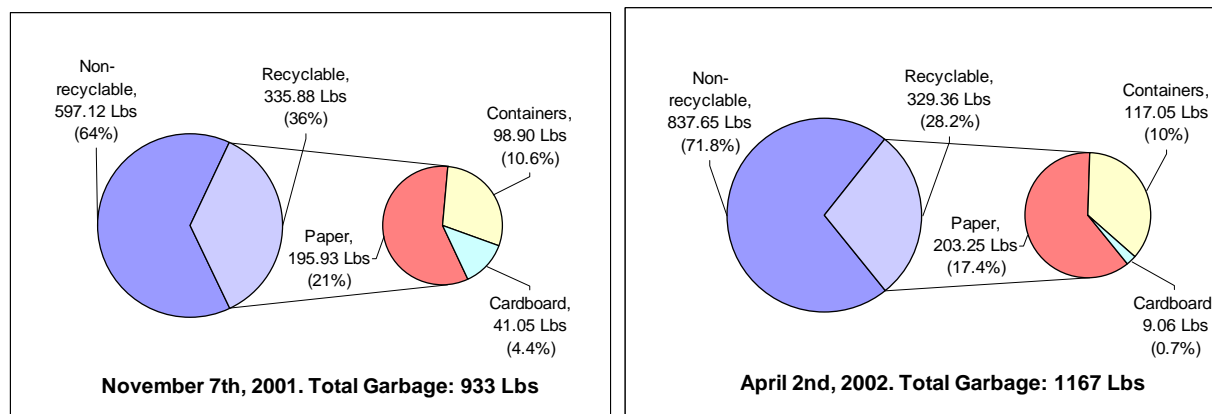
<sup>17</sup> Prepared by Diego Mendez-Carbajo and Jane Randall.

<sup>18</sup> Since the day of the week chosen to conduct the dumpster dive is likely to affect the results (i.e.: Mondays are very heavy days due to the accumulation of waste over the weekend) the Green Task Force chose the dates of November 7<sup>th</sup> (Wednesday) and April 2<sup>nd</sup> (Tuesday) to avoid this predictable source of bias.

<sup>19</sup> As part of the celebration of the "America Recycles" day the total waste-stream of Illinois Wesleyan University was collected and displayed by the Physical Plant crew in a fenced area on the west side of the Eckley Quadrangle. Volunteer members of the Green Task Force then proceeded to weight and classify all the waste bags. The results of this tally were later used for public information displays around campus.

<sup>20</sup> As part of the celebration of the "Earth Day" the total waste-stream of Illinois Wesleyan University was collected and dumped by the Physical Plant crew in the Physical Plant warehouse. Volunteer members of the Green Task Force then proceeded to weight and classify all the waste bags. The results of this tally were later used for public information displays around campus.

### Comparison of Recyclable Material in University Garbage from the November 2001 and April 2002 Dumpster Dives

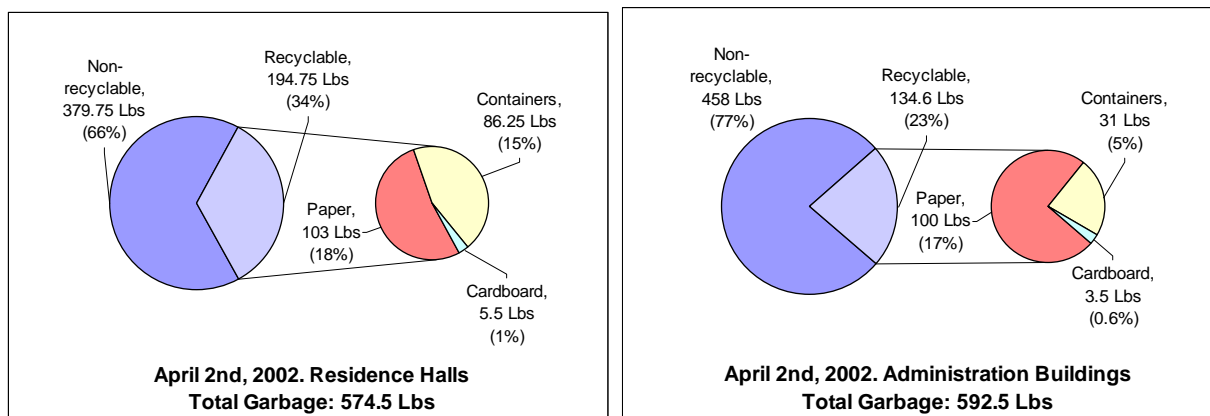


These graphs show that the quantity of recyclable materials that were intermingled with ordinary garbage dropped notably between the two dumpster dives, from 36% in November 2001 to 28% in April 2002.<sup>21</sup>

The types of recyclable materials intermingled with common garbage show a very similar pattern between the two dumpster dives. Paper is the most voluminous (21% and 17.4%, respectively,) followed by mixed containers (glass, plastic and cans; 10.6% and 10%, respectively,) and trailed at a far distance by cardboard (4.4% and 0.7%, respectively.) The improvement in the overall recycling rate is mostly attributable to the reduction (of 3.6 percentage points) in the volume of paper intermingled with common garbage. The fraction of cardboard falls by a similar figure (3.7 percentage points) but its small weight on total waste makes it non-significant.

<sup>21</sup> These figures do not include the waste generated by the university's on-campus food caterer, Sodexo.

### Comparison of Analysis of Garbage in Residence Halls and Administrative/Academic Buildings in April 2002

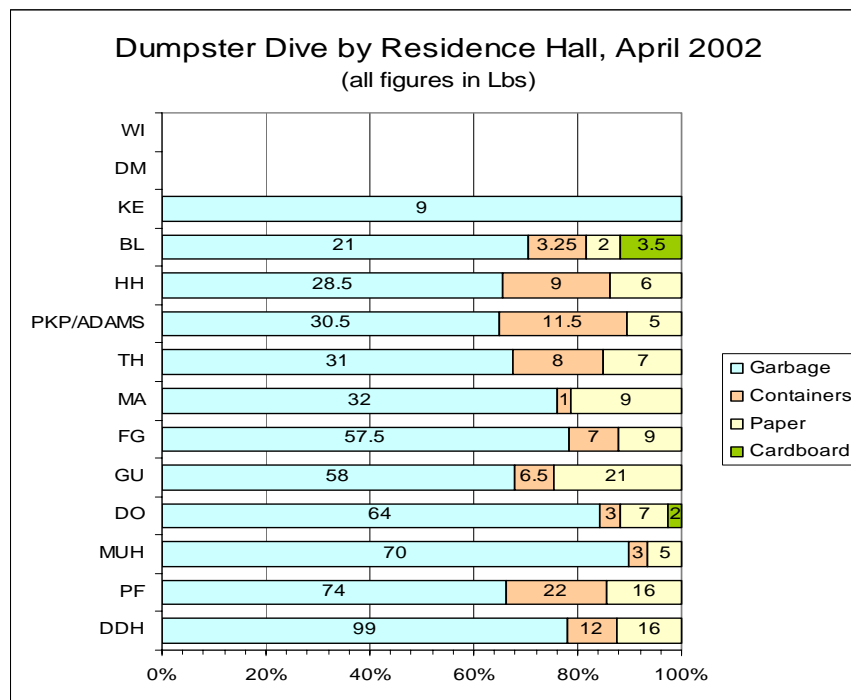


On April 2<sup>nd</sup> the Green Task Force proceeded to identify, for the first time, the garbage bags by their point of origin (i.e.: Administrative and Academic Buildings --18 units--or Residence Halls--14 units.) This practice allows us to assess the strength and weaknesses of recycling efforts by different segments of the Illinois Wesleyan University community.

The largest producers of general garbage were Administrative and Academic Buildings with 592.5 Lbs. compared to the 574.5 Lbs. generated by the Residence Halls. Nonetheless, the volume of recyclable materials that was intermingled with ordinary garbage was larger in Residence Halls (194.75 Lbs., or 34% of the total) than in Administrative and Academic Buildings (134.6 Lbs., or 28% of the total.)

The largest component of recyclable materials in both locations was paper (18% and 23%, respectively,) followed by mixed containers (glass, plastic, and cans; 15% and 5%, respectively,) and cardboard (1% and 0.6%, respectively.) The most striking difference between the two different types of units was the significantly larger volume of mixed containers that were disposed of as part of the garbage (rather than being recycled) in Residence Halls (15% of the total waste) compared to Administrative and Academic Buildings (5% of the total waste,) a figure almost three times higher in greater.

### Analysis of Garbage in Individual Residence Halls in April 2002



This bar graph shows the total amount of garbage generated by each Residence Hall on April 2<sup>nd</sup>, indicating the amount of different materials intermingled within the garbage that could have been recycled<sup>22</sup>. These include mixed containers (glass, plastic, and cans), paper, and cardboard which are separately identified as the second, third, and fourth figures from the left on each row.

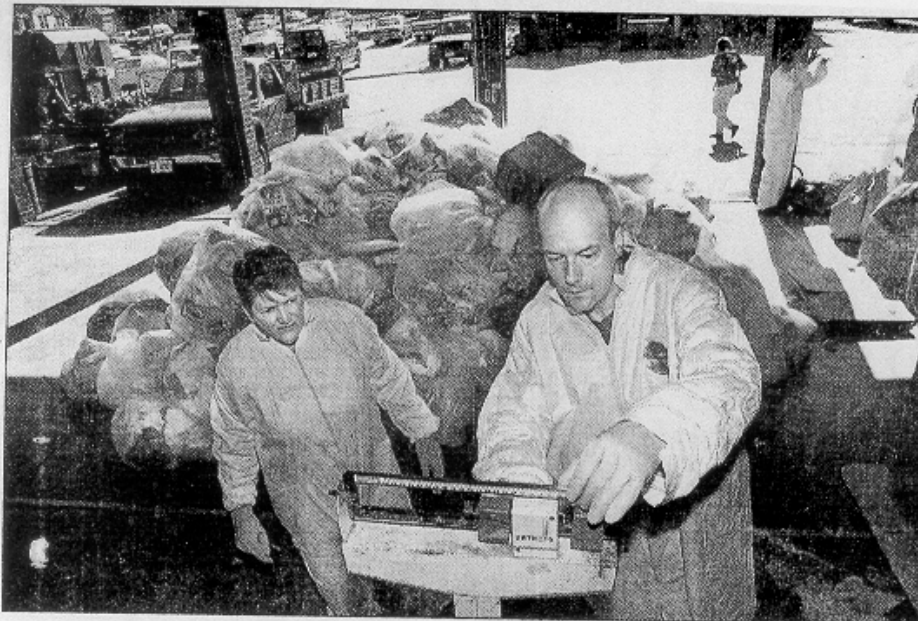
The fraction of materials within the garbage that could have been recycled was, in the case of all Residence Halls ranged from 8% to 38%. Only two units (WI and DM) did not register any waste on that date. Six units (BL, HH, PKP / ADAMS, TH, GU, and PF) generated recyclable materials intermingled with ordinary waste in excess of the campus average of 28.2%. In four of the cases (BL, HH, PKP / ADAMS, and PF) mixed containers were present above the 10% campus average. Six units (KE, MA, FG, DO, MUH, and DDH) generated recyclable materials intermingled with ordinary waste below the campus average of 28.2%. There was no correlation between the total volume of waste generated and the general ability to pre-classify the garbage. Both large and small waste producers displayed a wide range of recyclables intermingled with ordinary garbage

Key: WI=Wilder House, DM=Demont Hall, KE=Kemp House, BL=Blackstock Hall, HH=Harriot House, PKP/Adams=Park Place, TH=Troyer Hall, MA=Magill Hall, FG=Ferguson Hall, GU=Guilick Hall, DO=Dolan Hall, MUH=Munsell Hall, PF=Pfeiffer Hall, DDH=Dodds Hall.

<sup>22</sup> Ordinary garbage and recyclables generated by sororities and fraternities (accounting for under one third of the student population) are not included. Sororities run their own recycling programs and fraternities haven't systematically participated in the recycling program. As noted above this will starting in the Fall of 2002.

## APPENDIX E

## SAMPLE NEWS CLIPPINGS ON THE GREEN TASK FORCE



The Pantagraph/STEVE SMEDLEY

Illinois Wesleyan University's Given Harper, right, associate professor of biology and co-director of environmental studies, weighed bags of trash containing recyclable materials Wednesday with help from Jo Porter of the development office, as part of the Dumpster Dive program.

## IWU volunteers go Dumpster Diving

11-8-01

By Kelly Josephsen  
PANTAGRAPH STAFF

A3

BLOOMINGTON — A lot can be learned by looking through someone's garbage, and an inspection of the trash Wednesday at Illinois Wesleyan University confirmed what most people know — students go through a lot of frozen dinners, soda and pizza.

The inspection was part of IWU's Dumpster Dive, where about 20 volunteers examined and weighed a day's worth of trash in hopes of learning more about what students and staff throw away and to encourage recycling.

Given Harper, associate professor of biology, said the event, which was from noon to 3 p.m., was designed to determine if heightened recycling efforts are paying off.

Harper, who co-chairs IWU's Green Task Force, said a partnership with the town of Normal this semester has helped IWU accept more recyclable materials.

Although final totals on how much trash and recyclable material IWU generated were not available Wednesday, Harper could see improvement is needed. He said a lot of cans, paper and plastic drink bottles were thrown away instead of recycled.

By taking waste from trash receptacles and

recycling bins and bringing it to the Physical Plant to weigh and examine, Harper said, the task force learned it needs to continue its focus on the "long-term educational process" of encouraging more people to recycle.

Abigail Jahiel, assistant professor of environmental and international studies and co-chair of the task force, said Wednesday she wanted to see 50 percent of recyclable waste end up in the correct bins.

Although that goal wasn't met Wednesday, Jahiel said there's no reason it can't be, especially since 50 percent of a typical university's waste is paper products.

"I think students are beginning to adopt recycling as a way of life," Jahiel said.

To bring attention to the issue, Harper said, the task force will use information gained Wednesday to display a day's worth of garbage on the quad Nov. 15 in conjunction with America Recycles Day.

Sarah George, an IWU librarian and task force member, said she hopes the event shows how important — and easy — it is to recycle.

"This is something people should see," George said. "We throw away a few things a day and it doesn't seem to amount to much, but with a campus of 2,000 students, it really starts to mount up."

# Wesleyan task force gives green a chance

BY ROGER MILLER  
Pentagraph staff

Illinois Wesleyan University is thinking green in a big way these days.

No, it's not a major new fundraising campaign. Instead, it's a comprehensive effort to make the Bloomington campus a more environmentally friendly place.

The Green Task Force, comprised of students, faculty and administrators, is divided into subcommittees looking at such issues as recycling, water and energy consumption, food waste, grounds management, goods-and-services purchasing, and education.

**"People**

*say things like littering won't affect anything, but I've realized the way I live my life does matter ..."*

— Matt Glavin,  
student senate  
president

A final report is still almost two years away, and no implementation decisions have been made. However, policy changes don't matter to task force leaders as much as attitude changes.

"Our goal is to 'green' the campus," said associate professor of biology Given Harper, co-chairman of the task force. "We want to get people to look and maybe change their behaviors."

Harper noted that the United States accounts for 5 percent of the



The Pentagraph/JEFF TAVARES

Illinois Wesleyan University employee Layney Gruen removed trash from the Shirk Center. IWU has set up a "Green Task Force" to study environmental concerns. The university established a recycling program just over 10 years ago.

world's population but uses up to 30 percent of the world's resources. Locally, he said he was surprised to find out that IWU is the No. 1 waster user in Bloomington.

IWU has been recycling since the 1990s and uses energy-saving technology in its new construction, but the task force wants to go far beyond those savings, Harper

said. "Centers of higher education do need to be models," said Harper, who is co-director of the IWU environmental studies program founded in 1998. "We should teach outside the classroom. Ethically, it's the right thing to do."

Student senate President Matt Glavin and Vice President Sara

doing it.

"The decisions we make will have an impact on generations to come," Glavin said. "People say things like littering won't affect anything, but I've realized the way I live my life does matter, whether I recycle or drive fuel-efficient cars. One person can make a difference."

Nelson spearheaded the creation of the task force in the spring 2000 semester, shortly after they took office. After the student senate approved it, the measure won support in the faculty senate. Glavin and Harper said it is tough to fight the tide in a throw-away consumer culture, but the task force is committed to

## APPENDIX F

## TABLE TENTS

**DO IT IN THE DARK!****The Facts**

- Lighting accounts for about 25% of all electricity use in the U.S.
- Electricity production is the largest source of greenhouse gas emissions in the U.S.
- The U.S. only has 5% of the world's population yet contributes 25% of the greenhouse gases.

**The Solutions**

- Flip the switch
  - \* Turn off the lights when you leave any room.
- Use Compact Fluorescent Lamps instead of Incandescent Lamps.
  - DO IT IN THE DARK!

**Unplug It!****THE FACTS**

- **IWU STUDENTS HAVE AN AVERAGE OF 6.7 APPLIANCES IN THEIR ROOMS (10.7 WITH COMPUTER EQUIPMENT)**
- **THE ENVIRONMENTAL PROTECTION AGENCY (EPA) REPORTS 90% OF ENERGY USED TO POWER AUDIO AND OTHER ELECTRONIC APPLIANCES IS CONSUMED WHEN THE PRODUCTS ARE TURNED OFF – THIS IS TO MAINTAIN CLOCKS, REMOTE CONTROLS, AND OTHER STATION MEMORY.**

**THE SOLUTIONS**

- Turn it off! Unplug it!
    - \* Turn off and unplug the appliances you don't need. How many clocks do you really need in your room?
      - Use a power strip
    - \* Plug all of your audio and other electrical appliances into a power strip.
- All you have to do is flip the switch!



## Food waste (Are you going to eat that?)

**IWU** - Sodexo serves approximately 1,400 students each day, resulting in 3,000 meals

- Over 500 lbs. of food is typically disposed of every day, which over the course of an academic school year, is approximately 100,000 lbs. of food waste (roughly the weight of 12 elephants)



- On April 19, 2001, students dining at the cafeteria produced 513 lbs. of food waste

**United States** - 96,000,000,000 pounds of food (roughly 11.3 million elephants) is thrown away each year. This represents about 27% of the 356 billion lbs. of food produced each year. *Source: Food Chain.*



## Solutions to food waste (What you can do to help)

- Become involved – volunteer at local food pantries:
  - Center of Hope (Normal) – 452-8240
  - Western Avenue Community Center (Bloomington) – 829-4807
  - Home Sweet Home (Bloomington) – 828-7356
- Leftover food options – composting, donating to food pantries, exploring possibilities as animal feed
- Reduce the total number of “**elephants**” we consume each year – take smaller portions



## APPENDIX G

### JOB DESCRIPTION AND DUTIES FOR DIRECTOR OF ENVIRONMENTAL AFFAIRS

#### **Job Description**

The Director of Environmental Affairs will be responsible for coordinating and carrying out efforts to promote environmental sustainability on the Illinois Wesleyan campus. This individual will work with students, faculty, staff and administrators on ways to change practices/behaviors that adversely affect the environment. Such changes will likely reduce resource consumption and thus save the university money.

#### **Duties**

- work with the Director of Office of Residential Life to develop environmental training workshops and materials;
- work with the Director of Human Resources to educate new and continuing faculty and staff on current environmental policies and on behavioral changes they can undertake to reduce resource consumption;
- work with the Director of Physical Plant and staff to monitor energy and water resource consumption, implement energy and water conservation measures, and monitor cost savings;
- research the efforts of other campuses on their environmental sustainability initiatives;
- provide environmental expertise in long-term planning initiatives. Most energy/other conservation measures occur during the initial planning stages of projects;
- work with all areas of the university to reduce paper consumption and to purchase recycled paper and other products;
- monitor recycling efforts and trouble shoot when problems arise; document costs savings from reduced garbage tipping fees; work to increase campus recycling rates;
- coordinate efforts across campus to increase the amount of recycled products purchased by the university;
- work with the university to ensure that contracts with outside businesses should include sustainable measures (e.g. waste is recycled, energy conservation measures are utilized, products are used that are manufactured/harvested on a sustainable basis);
- work with the Director of Sodexho Food Services to reduce food waste, and work with Sodexho and the university to compost food waste;
- work with Sodexho to find alternatives to non-recyclable plastic dinnerware and utensils;
- work with the university to reduce/find alternatives to toxics used on campus (e.g. herbicides, cleaners, etc.);
- supervise student interns or work study students who assist in campus greening efforts;
- publicize greening efforts to the campus community and work with the Director of Communications to write press releases;
- coordinate the efforts of the Committee for a Sustainable Campus and maintain the Committee for a Sustainable Campus web site;
- serve as a liaison with related campus organizations (e.g. the Environmental Studies Program, ECO, Student Senate);
- present papers on IWU sustainability initiatives at national/international meetings.