



## Sustainability Strategic Plan

Haverford College

Council on Sustainability and Social Responsibility

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Final Draft / April 2017

### Executive summary

Haverford College is committed to fostering a more sustainable and resilient world that reflects our deeply held values around social responsibility. Centrally, our community feels compelled to address the emerging global crisis of anthropogenic climate change, which will require changes to interlaced cultural, economic, and political factors around the world. We commit ourselves to policies and practices consonant with our educational mission that will have a meaningfully positive impact on society and the environment, locally and globally.

We propose a four-pronged strategy:

1. **Liberal Arts and Sustainability:** we will educate our students to be future citizens and leaders who will advance a broad array of sustainability objectives through their personal and professional lives.
2. **Campus as a Living Laboratory:** we will utilize Haverford's distinctive natural, physical, and communal assets to connect curricular and co-curricular programs with local issues of sustainability and to model innovative solutions for broader audiences.
3. **Carbon Reduction and Resilience:** we will accelerate Haverford's commitment to carbon neutrality and begin to develop a resilient physical infrastructure that can perpetuate our educational mission on a planet significantly affected by climate change.
4. **Impact Projects:** we will provide avenues for the College and our students to engage directly with urgent and consequential sustainability challenges through civic engagement, advocacy, and career and professional opportunities.

This document prescribes additional planning work that must be done in the near future in order to advance several of the above initiatives. Further, we expect that our institutional priorities for sustainability and resilience will be in dynamic interaction with community and external factors, and that we will perpetually evolve what *sustainability* means for Haverford.

## Introduction

*Sustainability is a vision for the world in which current and future humans are reasonably healthy; communities and nations are secure, peaceful, and thriving; there is economic opportunity for all; and the integrity of the life-supporting biosphere is restored and sustained at a level necessary to make these goals possible. All four dimensions of sustainability must be addressed to achieve this vision.*

Anthony D. Cortese and Debra Rowe, “Higher Education and Sustainability Overview”

As Haverford College nears its third century of existence, humankind has grown increasingly aware of our capacity to undermine the long-term wellbeing of our species and our planet. From the depletion of natural resources, to political and economic systems that favor short-term benefit for the few over the long-term health of the many, to the accelerating crisis of climate change, scientific consensus is that we will need to change our behaviors if we wish to thrive together on a crowded Earth with finite resources. The challenges are daunting, but the same human capacities that led us to this precarious position are those that can provide us hope and the means for change. By harnessing technology and innovation, mobilizing our political will, and making thoughtful choices out of enlightened self-interest, a sustainable future is within our reach.

The fundamental question of sustainability that our society faces – *How do we meet our needs today without compromising our successors’ abilities to meet their own needs tomorrow?* – recurs at all levels of human organization, including at Haverford. How do we fulfill our commitments to our students and to society now in such a way that we can be confident that we will graduate future generations of Haverford students who may lead their own lives that speak?

In the *Plan for Haverford 2020* our community committed itself to think more fully about how we should “integrate the principles of sustainability into our work and lives” and “contribute to a reduction or mitigation of human-induced climate change.” This Sustainability Strategic Plan receives that charge and seeks to address two core questions:

1. How can Haverford contribute meaningfully to issues of global sustainability—which importantly encompass the College’s *social responsibility*—that will to a great extent determine the future of humanity and life on Earth?
2. How can Haverford position itself to be sustainable as an institution of higher learning devoted to the common good?

The Plan that follows articulates guiding values and recommendations for institutional practice that seek to (1) *help Haverford work toward a sustainable world* and (2) *sustain Haverford*.

Owing significantly to the Quaker principles that guided its creation, the consonant ideals of *global sustainability* and *institutional sustainability* have been woven into Haverford College’s fabric since

its early agrarian identity. And from these ideals we derive three principles that guide the Plan and its recommendations for the College:

- Haverford’s mission and highest purpose is to advance the intellectual development and ethical engagement of its students. As such, the College’s central contribution to global sustainability is to prepare its graduates for lives of citizenship, leadership, and purpose that will advance the wellbeing of the Earth and its inhabitants.
- Haverford should foster sustainable practices that reflect its longstanding ethical commitments and serve as exemplars for others.
- Haverford was founded as a perpetual institution, and our community must steward its resources for the benefit of future generations.

## 1. Working toward a Sustainable World

Rooted in the Quaker testimonies and a liberal arts mission of preparing students for lives of service and leadership for the world’s betterment, Haverford’s longstanding ethos calls on the College to make a positive difference in the stewardship of our planet and in promoting a peaceful and equitable society. We recognize that environmental, social, and economic trends currently threaten the continued healthy existence of life on Earth, and that Haverford’s mission is only meaningful to the extent that we help create a viable future for human society. Pointedly, we recognize that a significant proportion of known fossil fuel reserves must remain untapped as a necessary precondition for the continuation of life on Earth as we know it.

Mindful of these guiding frameworks, we propose investments and intentional choices across four institutional dimensions: academics; community engagement; operations; and administrative policies and practices. The recommendations across these dimensions of institutional commitment and activity advance four overarching priorities that form the vision of the Sustainability Strategic Plan.

**Liberal Arts and Sustainability.** Our students inherit a world challenged by multidimensional threats to sustainability. A Haverford education should hone in our students the cross-disciplinary ability to discern, understand, and address environmental and interwoven social issues across their historical, scientific, cultural, political, economic, and ethical dimensions. We propose expanding the treatment of sustainability as a topic across the curriculum as well as within Environmental Studies.

**Campus as a Living Laboratory.** As we wrote in the [Plan for Haverford 2020](#), Haverford’s arboreal, ex-urban campus offers distinctive opportunities to support transdivisional co-curricular programming and increase awareness of natural ecology in the context of the sprawling urban environment of metro Philadelphia. Extant hubs of activity like the Arboretum, Haverford College Farm, Dining Center, Nature Trail, and campus energy systems can be enhanced, made accessible, and joined by new initiatives in ways that enrich the curriculum, engage the community, and stimulate our thinking about human interactions with our ecosystems and each other.

**Carbon Reduction and Resilience.** Haverford is committed to long-term carbon neutrality and has achieved modest greenhouse gas reductions in recent years even while expanding enrollment and our built campus. We will accelerate our climate action planning from our previous carbon neutrality target of the year 2060, made through the American College and University Presidents' Climate Commitment (ACUPCC), but we must first understand better our opportunity set. With over 85% of the College's emissions resulting from electricity and on-campus stationary fuel consumption, our immediate priorities include campus energy auditing and utilities master planning.

**Impact Projects.** Haverford students seek to lead lives that speak. Students consistently express a desire to engage directly in social and environmental issues in which they and the College can make a difference, as do faculty and staff. To provide such opportunities, we will build opportunistically around linkages among the curriculum, co-curriculum, alumni, and our local and extended community. Avenues include community-based learning, fieldwork, community service, internships, jobs, investment strategies, political engagement, and others.

## Recommendations

1. **Academic Program.** Haverford’s academic program is its essential expression of institutional values and priorities. Through our curriculum and complementary opportunities for research and civic engagement, we will prepare our students to be leaders and citizens in a world increasingly defined by sustainability-related challenges. The study of issues of sustainability is intrinsically interdisciplinary and should span a rich array of our departments and programs.

|                 | <u>Recommendation</u>   | <u>Project Lead</u>       | <u>Collaborators</u>   | <u>Timeframe</u>    |
|-----------------|---|---------------------------|--|---------------------|
| <b>1.1.</b>     | <b>Curriculum</b>   |                           |  |                     |
| <b>1.1.1.</b>   | Provide all students the opportunity to engage with sustainability in their studies by fostering the incorporation of sustainability topics across the academic program.                      |                           |  |                     |
| <b>1.1.1.1.</b> | Offer course development grants   | Provost                   | Environmental Studies  | When funding allows |
| <b>1.1.1.2.</b> | Offer faculty seminar(s) around sustainability inquiry  | Environmental Studies     | Provost, Center for Peace and Global Citizenship   | 1-3 years           |
| <b>1.1.1.3.</b> | Consider in faculty hiring processes candidates' capacities to teach about dimensions of sustainability in disciplinary and interdisciplinary courses.  | Provost                   | Educational Policy Committee, academic departments   | Immediate           |
| <b>1.1.1.4.</b> | Continue to integrate sustainability topics into campus symposia, speaker series, and other academic events and initiatives, e.g. Public Policy Forum, Ethics in Science Symposium            | CSSR                      | KINSC, Center for Peace and Global Citizenship, Hurford Center, Quaker Affairs, academic departments | Immediate           |
| <b>1.1.2.</b>   | <b>Strengthen Environmental Studies Program</b>   |                           |  |                     |
| <b>1.1.2.1.</b> | Continue to consider the capacity to contribute to Environmental Studies curriculum in the selection of new faculty and the identification of new faculty lines.                              | Provost                   | Educational Policy Committee, Environmental Studies  | Immediate           |
| <b>1.1.2.2.</b> | Offer an academic prize in Environmental Studies  | Institutional Advancement | Provost, Environmental Studies   | When funding allows |
| <b>1.1.2.3.</b> | Explore development of Environmental Studies major for future implementation  | Environmental Studies     | Provost  | Immediate           |
| <b>1.2.</b>     | <b>Research:</b> Encourage student and faculty research on issues related to sustainability by offering small grants, e.g. through CER, for participation in projects both on and off campus. | Provost                   |  | 1-3 years           |

|                 |  |   |   |                     |
|-----------------|--|---|---|---------------------|
| <b>1.3.</b>     | <b>Campus as a Living Lab</b>  |   |   |                     |
| <b>1.3.1.</b>   | Develop the Haverford College Farm as the hub for Environmental Studies and other curricular projects.   |   |   |                     |
| <b>1.3.1.1.</b> | Construct greenhouse and head house.   | Sustainability Coordinator              | Environmental Studies, HaverFarm Fellow                       | Immediate           |
| <b>1.3.1.2.</b> | Add high tunnel to lengthen growing season.  | Sustainability Coordinator              | Environmental Studies, HaverFarm Fellow                       | When funding allows |
| <b>1.3.1.3.</b> | Building on pilot farm fellow position, provide professional management and instructional resources.   | Sustainability Coordinator              | Environmental Studies, HaverFarm Fellow                       | 3-5 years           |
| <b>1.3.1.4.</b> | Expand farm activities: bees, mushrooms, herbs, fruits.  | Sustainability Coordinator              | Environmental Studies, HaverFarm Fellow                       | Immediate           |
| <b>1.3.1.5.</b> | Expand student opportunities at the farm: volunteering, instruction, PE courses.   | Sustainability Coordinator              | Environmental Studies, HaverFarm Fellow                       | Immediate           |
| <b>1.3.1.6.</b> | Support an active contingent of community gardeners.   | Sustainability Coordinator              | Environmental Studies, HaverFarm Fellow                       | Immediate           |
| <b>1.3.2.</b>   | Utilize the Arboretum and grounds to support curriculum and research.  | Arboretum                               | Environmental Studies, Sustainability Coordinator, Provost    | 1-3 years           |
| <b>1.3.3.</b>   | Develop on-campus composting to situate the campus food loop as a curricular resource. (See 3.6.3.)  | Sustainability Coordinator              | Environmental Studies, Dining Services, CER, HaverFarm Fellow | 1-3 years           |
|                 |  |   |   |                     |
| <b>1.4.</b>     | <b>Civic Engagement &amp; Social Responsibility</b>  |   |   |                     |
| <b>1.4.1.</b>   | Community-based learning and other modes of civic engagement are particularly effective pedagogical tools for exploring sustainability topics and for preparing students to engage pressing issues of policy and practice throughout their lives. Enhanced support for CESR across the curriculum, as will be proposed by the ongoing work of Haverford's CESR Council, will allow for expansion of these opportunities for direct engagement and impact. See Community Engagement for co- and extra-curricular programming. | Center for Peace and Global Citizenship | Environmental Studies   | Immediate           |

**2. Community Engagement.** Individual actions can contribute positively and negatively to communal well being, in ways ecological, social, and economic. As a residential learning community with connections around the region and the globe, Haverford provides a potent forum for the exploration of and engagement with a broad range of sustainability topics, from consumption practices to social justice issues to the sustainability of Haverford itself as an institution. To empower members of the Haverford community to live out the values of sustainability and social responsibility, we will improve communication and awareness while providing opportunities for individuals and groups to engage the issues that will affect our collective future.

|               | <u>Recommendation</u>   | <u>Project Lead</u>        | <u>Collaborators</u>   | <u>Timeframe</u> |
|---------------|---|----------------------------|--|------------------|
| <b>2.1.</b>   | <b>Student Engagement</b>   |                            |  |                  |
| <b>2.1.1.</b> | Enhance new students' exposure to SSR topics through orientation and Customs. Consider themed residences, orientation trip(s).  | CER                        | Dean of First-Year Students  | Immediate        |
| <b>2.1.2.</b> | Make visible opportunities for direct engagement and impact in sustainability fields through community service, internships, and employment.  | CSSR                       | Center for Peace and Global Citizenship, Hurford Center, KINSC, 8th Dimension, Center for Career & Professional Advising, Quaker Affairs | Immediate        |
| <b>2.1.3.</b> | Provide adequate institutional support (funding, cross-divisional collaboration, coordination, visibility, succession/transition planning for continuity) to CER, the Arboretum and student organizations that sponsor SSR-related information, resources, events, panels/speakers, and advocacy work, including the Do it in the Dark competition and the Greening Haverford Fund. | CSSR                       | Students Council, CER  | Immediate        |
| <b>2.1.4.</b> | Continue to foster collaboration among student groups that have overlapping aspirations around their sustainability agendas.  | CER                        | Student Activities   | Immediate        |
| <b>2.1.5.</b> | Review and optimize use of formal student positions to allow for consistent oversight of key responsibilities: Sustainability Outreach Coordinator and others.  | Sustainability Coordinator | Chief Sustainability Officer   | Immediate        |
| <b>2.2.</b>   | <b>Faculty and Staff Engagement</b>   |                            |  |                  |
| <b>2.2.1.</b> | Further develop and formalize current faculty and staff-related SSR-related initiatives, building around the green office program.  | CSSR                       | Sustainability Coordinator, Chief Sustainability Officer, Human Resources (partners TBD)   | 3-5 years        |

|         |   |   |   |           |
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| 2.2.2.  | Make SSR-related training available to all employees.   | CSSR                                      | Human Resources, Chief Sustainability Officer   | 1-3 years |
| 2.2.3.  | Develop opportunities to allow employees to actively engage in SSR-related topics or projects, whether through in-service opportunities or other programming.   | Center for Peace and Global Citizenship   | CSSR  | 1-3 years |
|         |   |   |   |           |
| 2.3.    | <b>Alumni Engagement</b>  |   |   |           |
| 2.3.1.  | Foster alumni engagement on campus: panels, lectures, events linked to curriculum, current issues, and career planning.   | Institutional Advancement                 | Center for Career & Professional Advising, departments, CER                               | Immediate |
| 2.3.2.  | Support alumni engagement with sustainability, possibly through an affinity group for alumni in sustainability fields and/or sustainability focused events (see 2.2.3.)                                   | Institutional Advancement                 |   | 1-3 years |
| 2.3.3.  | Explore opportunities for current students to be engaged in alumni SSR-related efforts and enterprises through internships or other ad hoc engagements. (See 2.1.2.)                                      | Center for Career & Professional Advising | Institutional Advancement, Center for Peace and Global Citizenship, KINSC, Hurford Center | 1-3 years |
|         |   |   |   |           |
| 2.4.    | <b>Public Engagement</b>  |   |   |           |
| 2.4.1.  | Provide access to the campus's natural resources and the enrichment they offer, especially leveraging the Nature Trail, Arboretum, and community gardens to promote sustainability awareness (See 2.5.5.) | Sustainability Coordinator                | Arboretum, HaverFarm Fellow,  | Immediate |
| 2.4.2.  | In coordination with civic engagement work, build and maintain partnerships with external groups that complement institutional priorities, e.g. local schools, Ardmore Food Pantry, and others.           | CSSR                                      | departments   | 1-3 years |
| 2.4.3.  | Engage in public advocacy where sustainability issues and institutional interest meet.  |   |   |           |
| 2.4.3.1 | Develop a government relations function to position the College to effectively engage in conversations about sustainability issues that bear on the mission of the College.                               | VP/Chief of Staff                         | President, Senior Staff   | Immediate |
| 2.4.3.2 | Collaborate with peer institutions to develop a shared public advocacy voice on sustainability issues, encouraging public policies that nurture a vibrant future for the higher education community.      | Chief Sustainability Officer              | President, Senior Staff, CER  | Immediate |
| 2.4.3.3 | Create a robust practice of disseminating academic resources that inform public discourse about sustainability issues and solutions.  | Academic departments                      | Communications, VP/Chief of Staff   | Immediate |



|         |   |                              |  |           |
|---------|---|------------------------------|--|-----------|
| 2.4.3.4 | Support faculty, staff, and students who might wish to engage in advocacy work, e.g. skill building around press releases, media interviews, and op-ed pieces.  | CER                          | Communications   | 1-3 years |
| 2.5.    | <b>Communication. Improve communication to all audiences around sustainability.</b>   |                              |  |           |
| 2.5.1.  | Promote sustainability-related campus events and initiatives  | CSSR                         | CER, Communications, Green Scene, Chief Sustainability Officer                       | Immediate |
| 2.5.2.  | Develop consistent messaging for tour guides and other key interfaces.  | CSSR                         | Admission, Communications, Chief Sustainability Officer                              | 1-3 years |
| 2.5.3.  | Promote the College's sustainability efforts in order to raise awareness around sustainability issues and solutions, to attract potential partners and prospective students, and to raise the College's profile to external audiences | Communications               | CSSR, CER, Chief Sustainability Officer  | Immediate |
| 2.5.4.  | Rebuild Sustainability website  | Chief Sustainability Officer | Communications   | Immediate |
| 2.5.5.  | Add new interpretive signage on campus  | CSSR                         | Chief Sustainability Officer, CER, Sustainability Coordinator, Environmental Studies | Immediate |

**3. Operations.** Through its campus and operations, the Haverford has a range of direct effects on the environment and the wellbeing of the individuals with which it interacts. The College has taken a number of steps toward incorporating sustainable principles and practices in the way it conducts its work, and in the years ahead we will continue to advance the natural resource and energy conservation, conscientious production and consumption of food, reduction and diversion of portions of our waste stream, and green building. It is our goal both to minimize the College's negative impact on the environment, prepare the institution for a world where resources may be scarcer, and to serve as a model of responsible stewardship and sustainable practice for others.

|        | <b>Recommendation</b>   | <b>Project Lead</b> | <b>Collaborators</b> | <b>Timeframe</b> |
|--------|---|---------------------|----------------------|------------------|
| 3.1.   | <b>Energy/Air and Climate: develop a plan to achieve carbon neutrality on an aggressive timetable. Shift the College away from its reliance on fossil fuels, toward sustainable sources of campus energy.</b> |                     |                      |                  |
| 3.1.1. | Identify campus efficiency projects that will reduce energy consumption, implementing as quickly as budgets allow.  |                     |                      |                  |

|                 |   |                            |                              |           |
|-----------------|---|----------------------------|------------------------------|-----------|
| <b>3.1.1.1.</b> | Be opportunistic in implementing high-return projects through R&R and cost-effective outsourcing.   | Facilities                 | Chief Sustainability Officer | Immediate |
| <b>3.1.1.2.</b> | Conduct ASHRAE Level 2 energy audit or comparable across all College facilities.  | Facilities                 | Chief Sustainability Officer | 3-5 years |
| <b>3.1.1.3.</b> | Develop a policy on indoor comfort, e.g. setpoints, space heaters. Etc.   | CSSR                       | Facilities                   | 1-3 years |
| <b>3.1.1.4.</b> | Continue to develop campus literacy and culture to help curb individual consumption.  | CER                        | Sustainability Coordinator   | 1-3 years |
| <b>3.1.1.5</b>  | Lighting Upgrades Plan: Current plan covers the next four fiscal years & covers approximately 400,000 square feet. Upon completion of that plan, determine whether additional benefit might be derived from changes to additional lighting systems.   | Facilities                 |                              | Immediate |
| <b>3.1.2.</b>   | Identify campus energy and utility strategies that are not dependent on fossil fuels (currently #2 oil and natural gas) and that drastically reduce GHG emissions and mitigate adverse environmental consequences associated with the College's current systems. Develop a utilities master plan that charts sustainable approaches to electrical, heating, cooling, domestic water, steam, natural gas, storm sewer, sanitary sewer, and telephone & other communications systems. | Facilities                 | Chief Sustainability Officer | 1-3 years |
| <b>3.2.</b>     | <b>Dining: increase emphasis on careful sourcing.</b>   |                            |                              |           |
| <b>3.2.1.</b>   | As specified by the FSWG and informed by the Real Food Challenge, work with students and vendors to increase the amount of food that is local and community-based, fairly traded, ecologically sound, and humane to 20% of the Dining Center's food budget in the by 2020.  | Food Systems Working Group | Dining Services              | Immediate |
| <b>3.2.2.</b>   | Increase campus farm-to-table food connections, especially Haverford College Farm.  | Sustainability Coordinator | Dining Services              | Immediate |
| <b>3.3.</b>     | <b>Purchasing: minimize overall consumption, and when purchasing is necessary, favor products that adhere to sustainability principles</b>  |                            |                              |           |
| <b>3.3.1.</b>   | Reduce avoidable consumption on campus, e.g. paper and other supplies.  | CSSR                       | Purchasing                   | 1-3 years |
| <b>3.3.2.</b>   | Develop an ethical purchasing and contracting framework that relates Haverford's business practices to its values, including around diversity, social justice, social responsibility, and environmental responsibility.   | CSSR                       | Purchasing                   | 1-3 years |

|          |  |  |                        |                     |
|----------|--|--|------------------------|---------------------|
| 3.3.3.   | Adopt a mix of centralized and decentralized purchasing, where facilities have the purchasing responsibility for certain critical product items, but central purchasing has the task of purchasing non-critical items. | Senior Vice President for Finance / Chief Administrative Officer | Facilities, Purchasing | 1-3 years           |
| 3.3.4.   | Make available products for reuse on campus: unused product swap (office supplies) or donating workable electronic equipment.  | CSSR   | Purchasing             | 1-3 years           |
|          |  |  |                        |                     |
| 3.4.     | <b>Water: reduce consumption and waste</b>   |  |                        |                     |
| 3.4.1.   | Reduce community water consumption through technological efficiencies and behavior changes: e.g. educating students about residence hall water use and optimizing institutional uses like irrigation.                  | CER  | Facilities             | 1-3 years           |
| 3.4.2.   | Reduce consumption of disposable water bottles   |  |                        | Immediate           |
| 3.4.2.1. | Reduce tank-fed dispensers (and the need for trucks that deliver tanks); install tap-fed dispensers and water-bottle filling stations across campus.   | CSSR   | CER, Facilities        | Immediate           |
| 3.4.2.2. | Distribute reusable bottles to students.   | Dining Services  |                        | Immediate           |
| 3.4.2.3. | Distribute reusable bottles to employees   | CSSR   | Human Resources        | 1-3 years           |
| 3.4.3.   | Reconfigure GIAC Grey Water Tank.  | Facilities   |                        | When funding allows |
|          |  |  |                        |                     |
| 3.5.     | <b>Grounds and Arboretum: in the maintenance of the built and natural campus, maintain an appropriate balance among health, ecological, economic, functional, and aesthetic considerations.</b>                        |  |                        |                     |
| 3.5.1.   | Optimize organic lawn care program to minimize use of pesticides and fungicides in balance with other community priorities around land use and aesthetics.   | Grounds  |                        | Immediate           |
| 3.5.2.   | Minimize invasive plant species on campus in favor of a purposeful diversity of native and non-native plantings that support the mission of the Arboretum  | Grounds  |                        | Immediate           |
| 3.5.3.   | Ensure efficient use of current impervious surfaces (especially parking) and minimize future paving.   | Facilities   |                        | Immediate           |
| 3.5.4.   | Arboretum  |  |                        |                     |
| 3.5.4.1. | Encourage arboreal diversity and select disease resistant cultivars.   | Arboretum  |                        | Immediate           |
| 3.5.4.2. | Optimize biological controls and use of organic pesticides.  | Arboretum  |                        | Immediate           |
| 3.5.4.3. | Continue 10-year plan to increase tree canopy by 10%   | Arboretum  |                        | Immediate           |
|          |  |  |                        |                     |
| 3.6.     | <b>Waste Stream: reduce tonnage hauling to landfills and the impact of waste hauling on the campus</b>   |  |                        |                     |

|          |   |  |   |                     |
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| 3.6.1.   | Reduce frequency of waste pickups by installing two compactors at the Facilities complex.   | Sustainability Coordinator                                       | Facilities  | When funding allows |
| 3.6.2.   | Divert suitable waste stream into recycling   |  |   |                     |
| 3.6.2.1. | Expand current program to include general construction materials  | Sustainability Coordinator                                       | Facilities  | When funding allows |
| 3.6.2.2. | Continue to improve recycling stream through signage, education, and receptacles  | Sustainability Coordinator                                       | CER, Facilities                                   | Immediate           |
| 3.6.3.   | Divert suitable waste stream into composting:   |  |   |                     |
| 3.6.3.1. | Continue to refine waste diversion processes in the DC.   | CER  | Dining Services, Sustainability Coordinator       | Immediate           |
| 3.6.3.2. | Invest in a pulping system for the Dining Center dishroom.  | Dining Services  | Sustainability Coordinator,                       | When funding allows |
| 3.6.3.3. | Conduct feasibility study for anaerobic digesters for fuel production, possibly with Bryn Mawr and/or other partners.   | Chief Sustainability Officer                                     | Environmental Studies, Sustainability Coordinator | 1-3 years           |
|          |   |  |   |                     |
| 3.7.     | <b>Transportation: reduce pollution and the energy and resource consumption resulting from vehicular travel.</b>  |  |   |                     |
| 3.7.1.   | Campus Fleet: any requests for new vehicles must prioritize energy efficiency and low emissions, and include alternatively powered vehicle in the bidding process to be reviewed by CSSR. | Senior Vice President for Finance / Chief Administrative Officer | Facilities  | Immediate           |
| 3.7.2.   | Bicycles: expand the bicycle culture and cut down on the use of cars on Haverford's campus.   |  |   |                     |
| 3.7.2.1. | Provide a better infrastructure for parking and fixing bikes.   | CER  | Facilities  | 1-3 years           |
| 3.7.2.2. | Educate students (especially first-years) about bike safety and bike friendly roads.  | CER  |   | Immediate           |
| 3.7.2.3. | Develop plans for a campus bike share program.  | CER  |   | Immediate           |
| 3.7.2.4. | Advocate with local planners and municipalities for more expansive network of regional bike trails  | Chief Sustainability Officer                                     | External partners, CER                            | Immediate           |
| 3.7.3.   | Consortial connections: optimize blue bus and other travel options among campuses in order to reduce car travel.  | Senior Vice President for Finance / Chief Administrative Officer |   | Immediate           |
| 3.7.4.   | Public Transportation: improve student and employee access to SEPTA.  | Chief Sustainability Officer                                     | Dean of the College, external partners            | 1-3 years           |

|        |  |  |                                |           |
|--------|--|--|--------------------------------|-----------|
| 3.7.5. | Commuting: facilitate low-energy and low-emission transportation to work by supporting carpooling, walking/biking, pedestrian safety, public transportation, electric vehicles, and other solutions.   | CSSR   | Human Resources, Campus Safety | 1-3 years |
| 3.7.6. | Air travel: utilize technology, e.g. virtual meetings, to obviate excessive air travel. Consider offset system.  | CSSR   |                                | 1-3 years |
| 3.7.7  | Athletics travel: seek energy- and cost-efficiencies by consolidating trips to away games  | Athletics  |                                | Immediate |
|        |  |  |                                |           |
| 3.8.   | <b>Space Planing, New Construction, and Major Building Renovations</b>   |  |                                |           |
| 3.8.1  | Optimize use of current facilities to provide economic and energy efficiency and to obviate construction of additional square footage.   | College Space Planning Executive Committee                       |                                | Immediate |
| 3.8.2  | When building is necessary, minimize total carbon of projects while meeting program needs; adhere to LEED gold or equivalent standards, except when limited by the historic character of the campus. Consider adopting shadow price of carbon. | Senior Vice President for Finance / Chief Administrative Officer | Facilities                     | Immediate |

**4. Administration & Policy.** Haverford’s administrative structures provide the organizational foundation for setting institutional direction and for determining the College’s direct and indirect impact on community members and others. Our policies and governance must advance our community values and foster sustainable conditions for students, employees, and external stakeholders as a matter of fidelity to our mission and values, and as a model of effective practice for others.

|        | <u>Recommendation</u>   | <u>Project Lead</u>          | <u>Collaborators</u>          | <u>Timeframe</u> |
|--------|---|------------------------------|-------------------------------|------------------|
| 4.1.   | <b>Governance</b>   |                              |                               |                  |
| 4.1.1. | Decision Making: Infuse principles of sustainability into the way we make decisions across all areas of the institution in order to steward our six endowments. Engage all relevant stakeholders in shared governance processes that elicit our community’s best thinking.  | Chief Sustainability Officer | President, Senior Staff, CSSR | Immediate        |
| 4.1.2. | Sustainability Coordination: Led by the Council on Sustainability and Social Responsibility, ensure that the campus community has organizational structures to provide communication, efficiency, and synergy.  | CSSR                         |                               | Immediate        |
| 4.1.3. | Sustainability Planning: using this plan as a starting point, set and revisit community priorities around sustainability to ensure that limited resources yield maximum benefit to the College’s mission, six endowments, and global sustainability. CSSR will periodically review the plan in consultation with campus leadership and community. | CSSR                         |                               | Immediate        |

|          |   |                                      |                           |           |
|----------|---|--------------------------------------|---------------------------|-----------|
| 4.1.4.   | Tracking and Communicating Results: Identify meaningful metrics to gauge progress toward our goals and communicate transparently with the broader community.  | CSSR                                 |                           | 1-3 years |
| 4.1.5.   | Inter-campus partnerships: maintain strong connections among key faculty, staff, and students to foster opportunistic institutional collaborations within BiCo, TriCo, and beyond.  | CSSR                                 |                           | Immediate |
|          |   |                                      |                           |           |
| 4.2.     | <b>Building and Supporting our Community</b>  |                                      |                           |           |
| 4.2.1.   | Student access and affordability: maintain a tuition and financial aid system that:   | Senior Staff                         |                           | Immediate |
| •        | Makes a Haverford education accessible and affordable to qualified students   |                                      |                           |           |
| •        | Minimizes students' debt at graduation and is competitive with peers  |                                      |                           |           |
| •        | Is financially sustainable without compromising either Haverford's educational excellence or our ability to provide access to future generations  |                                      |                           |           |
| 4.2.2.   | Diversity & Inclusion: The Presidential Task Force on Diversity and Community is midstream on important work in support of advancing diversity and inclusion at Haverford. We will work to support its recommendations and realize its promise across four areas: | Diversity Council                    |                           | 1-3 years |
| •        | Teaching and Learning   |                                      |                           |           |
| •        | Student Residential and Co-Curricular Experience  |                                      |                           |           |
| •        | Working and Thriving at Haverford.  |                                      |                           |           |
| •        | Creating and Supporting an Inclusive Community  |                                      |                           |           |
| 4.2.3.   | Compensation/benefits.  |                                      |                           |           |
| 4.2.3.1. | Reassess current benefits structure relative to salary and other institutional budget priorities.   | Human Resources                      | Working Group on Benefits | 1-3 years |
| 4.2.3.2. | Benchmark compensation of current positions against internal and external sustainable compensation standards. Embark on a new, long-term study and periodically review benchmarks.  | Human Resources                      |                           | 1-3 years |
| 4.2.4.   | Healthy community:  |                                      |                           |           |
| 4.2.4.1. | Promote wellness initiatives across the campus community.   | Dean of the College, Human Resources |                           | Immediate |
| •        | Ensure that wellness resources are available for students and employees.  |                                      |                           |           |
| •        | Continue to pursue the recommendations of the Mental Health Task Force and the integration of student support services including Health Services and Athletics.   |                                      |                           |           |

|             |  |                              |   |           |
|-------------|--|------------------------------|---|-----------|
| •           | Support the emerging work of the Task Force on Diversity and Inclusion about work-life balance.  |                              |   |           |
| •           | Promote employee awareness of referral services.   |                              |   |           |
| 4.2.4.2.    | Smoking policy: Refine the smoking to policy to promote individual and community health.   | Senior Staff                 | CSSR, Staff Association, Res Life Committee   | Immediate |
| 4.2.4.3.    | Workplace health and safety: Continue to increase employee awareness of health and safety policies to enhance safety and ensure employees are supported whenever accidents occur.  | Human Resoures               |   | Immediate |
| 4.2.4.4.    | Dining: Through the work of the Food Systems Working Group (see 3.2) emphasize the availability of appealing, healthy food choices for all who dine on campus.   | Dining Services              |   | Immediate |
|             |  |                              |   |           |
| <b>4.3.</b> | <b>Investment</b>  |                              |   |           |
| 4.3.1.      | Sustainable investment   |                              |   |           |
| 4.3.1.1.    | Develop donor-supported "green fund."  | Institutional Advancement    | Chief Investment Officer, Chief Sustainability Officer  | Immediate |
| 4.3.1.2.    | Integrate sustainability factors into investment policy and investment research process.   | Chief Investment Officer     |   | Immediate |
| 4.3.1.3.    | Explore interest in maintaining a portfolio of direct investments to engage in proxy voting and shareholder activism.  | Chief Sustainability Officer | Chief Investment Officer  | 1-3 years |
| 4.3.2.      | Investor responsibility: CSSR will serve as the College's committee on investor responsibility, and will undertake regular review of investment/divestment questions as posed by the community, for example around fossil fuels. | CSSR                         | Chief Investment Officer  | Immediate |
| 4.3.3.      | Investment education: Work with student groups such as Haverfordians for a Livable Future to ensure that students, as stakeholders, understand how investment decisions affect them and what alternatives are available.         | Chief Sustainability Officer | Haverfordians for a Livable Future, Dean of the College, Chief Investment Officer, Chief Sustainability Officer |           |
| 4.3.4.      | Employee 403(b) options: investigate screened funds as menu options for retirement savings plans   | 403(b) committee             |   | 1-3 years |
|             |  |                              |   |           |
| 4.4.        | <b>Carbon Pricing: investigate possibilities for integrating carbon pricing into College financial systems to provide economic rationale and incentives for sustainable practices</b>  | CSSR                         | Senior staff  | 1-3 years |

## 2. Sustaining Haverford

As a core principle, sustainability animates our broader mission of stewarding Haverford's resources in the interests of educating principled global citizens while safeguarding intergenerational equity as a perpetual institution. In order to foster a mode of thinking that emphasizes Haverford's long-term strength as an academically excellent, values-centered learning community, we might think about the College as resting on six *endowments*, or foundational trusts.

Each of the following endowments currently fuels Haverford's mission in important ways. Further, the Haverford of the future will continue to rely on these same endowments in order to fulfill its mission for generations to come. Our mandate, then, as stewards of the College, must be to realize our mission today while deploying resources thoughtfully in order to ensure substantial equity across current and future generations.

1. Haverford's Financial Endowment provides purchasing power to fund its educational mission.

*Recommendation: adhere to the [financial framework prescribed in the Plan for Haverford 2020](#) and seek to achieve GAAP equilibrium by approximately FY 2020-2021.*

2. Our Curricular Endowment comprises the human and programmatic resources to maintain academic excellence.

*Recommendation: consistent with the [faculty development principles enumerated in the Plan for 2020](#) develop ongoing academic program planning that maps out how the College will meet its various curricular commitments over time.*

3. Our Built Endowment is a physical plant that supports the College's programmatic needs.

*Recommendation: led by the College Space Planning Executive Committee, Senior Staff, the Administrative Advisory Committee, and the Board's Property Committee, maintain a holistic, long-term approach to space prioritization and allocation that optimizes use of extant space, adds new built space only when necessary, and manages deferred maintenance as aggressively as is affordable. Begin to plan for resilience, i.e. the ability to operate the College in a future context of change or disruption. This might include updating the Campus Master Plan.*

4. Our Natural Endowment comprises the land, natural resources, and ecosystems under the College's stewardship.

*Recommendation: in the allocation of open space (College Space Planning Executive Committee, Senior Staff, Board of Managers) and maintenance of the campus*



*(Facilities Management: Grounds, Arboretum) balance the preservation of natural ecosystems with further institutional and human uses.*

5. Our Communal Endowment is our shared human enterprise that enacts Haverford's mission.

*Recommendation: centered on the recommendations of the Task Force on Diversity and Community, but enacted by the entire community, ensure that institutional policies and practices foster an engaged and inclusive Haverford in which all students, faculty, staff, alumni, and friends are able to contribute to and benefit from our learning community.*

6. Our Ethical Endowment comprises our core values and commitments, which are embodied in individual and communal decisions and practice.

*Recommendation: across all individuals and groups within our community, enable decision-making that reflects Haverford's Quaker heritage and the principles of trust, concern, and respect.*

When we face any choice—whether individual or shared, unseen or visible, routine or strategic—our obligation as Haverford community members is to assess the extent to which a given course of action is likely to enhance, maintain, or erode each of the above endowments. Implicit in this multivariate equation, too, are the interrelations among these analytical frames. Frequently, a choice to privilege one endowment will come with costs to another. For example, the capital needed to maintain our physical plant could be accruing value in the stock market; the budgetary support of faculty research or student services might come at the expense of expanded health-care for employees, requiring compromise among components of community welfare within a zero-sum framework; the preservation of natural habitats may be in tension with developing an accessible, programmatically robust campus.

Such choices and opportunity costs are inherent realities for any organization. To act as responsible stewards of the Haverford we have inherited, we must negotiate a balance among our endowments that productively reconciles the College's ability to fulfill its mission now and into the foreseeable future. Achieving that sort of "optimized balance" among competing priorities is most likely to result from robust, communal, deliberative governance—exactly the sort of governance that is elemental to Haverford. Our customary, measured pace of business might at times be strained by our own proclivities toward innovation, but we must recommit ourselves to deliberative shared governance and decision-making processes that engage diverse perspectives and relevant expertise in order to steward Haverford and its endowments for the long term.