

Contact Information:

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Mission/Problem Statement:

-There is a lack of organization and availability of information on the past, present, and future efforts towards sustainability occurring within the HSU community. Realizing HSU's place within and obligation to the larger community, we have the responsibility to provide a source for the public to gain access to information on sustainable practices. (ORIGINAL)

-Our subcommittee has the responsibility of constructing a website on HSU's efforts towards sustainability. (Revised #1)

-HSU has no website on its efforts towards sustainability (FINAL)

Objectives:

-To have 20% of the HSU population visit the committee's website.

-To supply the web designer (Tabi Bolton) with background information on the Campus Committee on Sustainability and reference information to sources on sustainable practices by October 18, 2000.

-To maintain the accuracy of the provided information by updates to the website.

Solutions:

-Create a web page that people will be made aware of and visit.

Implementation:

-Place local ads (Lumberjack, Eco-news, radio, flyers)

-have CSSA representative discuss the website at conferences, meetings, etc. to spread the word throughout the CSU system

-place HSU bulkmailer through university e-mail system

-divide sub-committee into areas of specific topics for research

-divide up the task of writing backgrounds for each sub-committee

-create an update form for the other groups to fill out

-design a survey that the following class sub-committee will distribute to staff and students to determine if the website was effective in discussing HSU efforts towards sustainability

-compile those updates on to a disk to give to Tabi Bolton for web updates

REJECTED IMPLEMENTATION:

-sky writing

-Local newspapers

-Hire an outside web designer

Kate McCracken's Hours Outside of Class:

September 22, 2000- ½ hr meeting with Brad, Panama, and Tabi
September 29, 2000- 1 hr meeting with the Campus for Sustainability
October 5, 2000- 1 ½ hr emailing people
October 6, 2000- 1 ½ hr spent on internet research
October 8, 2000- 1 ½ hr spent on internet research
October 10, 2000- 1 hr spent working with Brad in the computer lab
October 11, 2000- ½ hr spent on internet research
October 12, 2000- 1 ½ hr spent on internet research
October 15, 2000- 1 ½ hr spent on compiling information to give to Tabi Bolton
October 27, 2000- 2 hrs spent working and research in computer lab
November 1, 2000- 1 hr spent at home looking up phone numbers of local businesses
November 13, 2000- 2hr spent in computer lab looking for reasons why to shop green and for eco-friendly products
November 29, 2000- 20 minutes calling local businesses
December 1, 2000- 1 hr meeting with Tabi and Brad, called Kay, called Elizabeth
December 2, 2000- 2 hrs spent preparing information to send to Tabi
December 3, 2000- Called Elizabeth to find out what was going on with the group, called Brad to get an email address and tell him about Elizabeth's situation
December 8, 2000-spent 1 ½ hr preparing notebook in the computer lab
December 10, 2000-met with Brad for a half and hour to discuss the presentation and called Kay
December 11, 2000-worked on project in computer lab for two hours

Elizabeth Pope's Hours Spent Working on Project Outside of Class

Elizabeth lost her record of her hours due to a car accident that occurred over Thanksgiving break. During this accident her planner was damaged due to the environmental conditions of the area.

However, it is estimated that twenty-five hours was spent working on the project. This included working on the notebook up until the point of the accident, collected data/information for the web page, and speaking with subcommittee members to obtain information for the web page. Elizabeth also emailed KHUM to inquire about advertisement opportunities. Unfortunately, her accident created stagnation in the flow of her work on this group project. However, contact was made between group members during her absence from class.

Hours Invested by Brad Peterson

Date	Hrs.	Description
• Sept. 19-	1	Explore other schools' environmental and sustainability programs
• Sept. 20-	2	Summarize content of some select programs
• Sept. 22-	.5	Met with Panama and Tabi to discuss web site
• Sept. 26-	1	Met with other sub-committees to get background info,etc.
• Sept. 28-	1	Worked on problem statement
• Oct. 3-	1	Re-worked problem statement
• Oct. 5-	1	Worked out objectives
• Oct. 6-10-	6	Research green building supplies, office supplies, and school prog.
• Oct. 10-	.5	Re-work objectives
•	2	Receive, organize and e-mail site information to Tabi
• Oct. 11-	2	Summarize, Organize info. for posting on the Recycled Paper Proj.
• Oct. 15-	3	More research on green products and organize for e-mailing
• Oct. 17-	.5	E-mailed Tabi green page and other info.
• Oct. 18-	2	Met wit Tabi to hand over sub-committee and green page info.
• Oct. 23-	1	Made the sub-committee update form for the website
• Oct. 30-	2	Brainstormed questions for the on-line and student questionnaires
• Nov. 2-	.5	E-mailed more info. to Tabi: some resends because of format prob.
• Nov. 3-	1	Wrote suggestions to future sub-committee
• Nov. 5-	1	Researched more university environmental programs and websites
• Nov. 6-	1	Researched the IAU
• Nov. 7-	.5	Worked on suggestion for future sub-comm.
• Nov. 9-	1	Failed meeting with Panama and Tabi
• Nov. 14-	.5	Wrote e-mail to IAU regarding acquiring more info. on membership
• Nov. 28-	.25	Met with Panama to try to set up meeting
• Dec. 1-	.5	Met with Tabi to discuss website
• Dec. 7-	1.5	Refine and summarize green page link info., e-mail to Tabi
• Dec. 8-	3	Wrote more suggestion for future, obstacles to accomplishing obj.
• Dec. 11-	.5	Met with Tabi to get web pages on disk
•	1	Met with Cate to prepare for presentation
• Dec. 12-	2	Assessment of objective completion

This is information that was delivered to Tabi Bolton to be placed on the web page. Brad, Elizabeth, and Kate collected the information. It is specified on the page which person collected what information. Most of the information was collected off of the Internet and used for links on the green page. Information was also used from the Internet to design specific list and other forms of information to be placed on the green page section of the web site.

Green Building Supplies Links:

www.oikos.com - Oikos Main Menu

Iris Catalog (Bookstore)

Books, videos and software that will help your construction projects harmonize with the environment. Place secure orders online or call toll-free.

REDI

You can't build without materials and equipment. Search the database of 1,800 companies for green building products.

Product Gallery

The editor's choice of new or interesting products that save energy, natural resources and personal health.

Library

A list of links to articles and other information on Oikos arranged by subject.

Energy Source Builder

Archives of our newsletter of ideas for energy efficient new construction.

Featured Companies

These companies offer information about their green building products and services right here on Oikos.

Green Building Mailing List

Leading professionals from around the world discuss all aspects of environmental responsibility in building design and construction. Sign up now!

Big Green Mailing List

This e-mail discussion group addresses issues relating to the design and construction of larger green buildings and developments.

Register

The Oikos registration system will save you time and keystrokes. Sign up for a free Oikos User ID. Then, use the ID on Literature Request Forms to automatically enter your name address. There's no cost and you can choose a level of confidentiality that suits you. Green building news, green products search engine, product listings,

www.greenguide.com- The Green Building Resource Guide is a database of over 600 green

building materials and products selected specifically for their usefulness to the design and building professions, rather than merely their green material content. A feature unique to this guide is the Price Index Number. You can order the Green Building Resource Guide in two forms: a reference manual or a CD-ROM database. The

CD-ROM interface is easy to use and reflects the way an architect typically works. The Green Building Resource Guide is designed around four user interfaces familiar to architects: Site Plan, Elevation, Floor Plan, and Section

www.greenspec.com - On GreenSpec.com you will find information on 83 environmentally preferable building products. This is a small sample of what is included in the printed versions -- GreenSpec Binder and the GreenSpec directory -- which provide reliable, up-to-date information on more than 1,200 green building products selected by the editors of Environmental Building News

www.magma.ca/~npblock/green_products.html - Our Services

- We offer an extensive selection of products and materials.
- You can choose from a wide range of plans for bungalows, two story homes and split-levels.
- We can also custom-design a home for you, cost out your own plans or make modifications to any plan you bring us.
- We will help you find a building lot that is right for your needs.
- You may use your own bank/finance company or we will assist you in arranging a mortgage.
- Select the building components from our list of options and we will incorporate the price into your home plan.

www.environmentproducts.com – Mission Statement: “To supply people with building/interior design materials and home products that are environmentally friendly, safe, natural, recycled, and sustainable.”

www.greenbuilder.com - At Sustainable Sources we do our best to provide not only information sources, but the tools to create them, through web sites, search engines, listservs, FTP access, bulletin board services, and online databases, all at low cost.

www.cfsd.org.uk - The Centre for Sustainable Design facilitates discussion and research about eco-design and environmental, economic, ethical and social (e3s) considerations in product and service development and design. This is achieved through training and education, research, seminars, workshops, conferences, consultancy, publications and Internet. The Centre also acts as an information clearing house and a focus for innovative thinking on sustainable products and services.

www.karlab.com – Climate Change and the Built Form
Green Building Programs
Sustainable Development at the regional, city and local level

www.coopamerica.org –
Mission

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Office Supply Links:

<http://store.yahoo.com/greeneearthofficesupply/info.html> - Product Standards descriptions, Animal Testing Free, Treefree Paper, Industrial Hemp, Recycled Products, Renewable Agricultural & Biodegradable, Alternative Energy & Energy Conservation, Non-Toxics, Everything from Backpacks to Art and Printing supplies

<http://www.smartoffice.com/> - "site was developed as a free resource for those interested in sustainable design. It explains why and how to create healthier, more resource-efficient workplaces. In addition, it discusses the importance of ecological design, or biomimicry, the notion of using natural models to inform the way that we interact with the natural world."

<http://www.ecomall.com/> - Many links to companies with these "ecologically responsible products and services": air purification, aromatherapy, babies, bedding, birding, body care, books, business opportunities, business-to-business, camping, catalogues, classifieds, cleaning products, clothing, computer products, construction, consultants, crafts, eco kids, eco travel, education, energy conservatio, energy efficient homes, engineering, fitness, flowers, foods, footwear, furniture, garden, gifts, hardware, hemp, herbs, household, industry, investments, jewelry, lighting, magazines, music, natural health, natural pest control, new age, office, outdoors, paper, pets, promotional resources, recycled, safe environments, seeking capital, shelters, solar-wind, toys, transportation, videos, vitamins, water, weather, wholesale, and wood

<http://www.webcom.com/geos/geos2.html> - List of product standards, product info, Desk, Writing supplies, Paper, Treefree Paper, Computer supplies, Stationery and Notecards, Mailing and Packaging supplies, Bags/Briefcases/Packs, Filing and Storage Supplies, Binders/Books/Journals/Portfolios, Canvas Products, Art Supplies and Games/Toys, Clocks/Calendars/Planners, Solar Products, Janitorial and Industrial Cleaning supplies, and other environmental resources and catalogs

<http://basestation.ios2.com/recycle4961/> - Binders & Binding Supplies, Calendars, Planners & Briefcases, Computer/Supplies & Data Storage, Custom Imprinted Products, Files & Filing Supplies, Forms, Record Keeping & Reference, Furniture & Accessories, Mailing, Packing & Labeling Supplies, Money Management & Handling, Equipment & Equipment Supplies, Office Maintenance, Janitorial & Lunchroom, Paper, Pens & Desk Supplies, Presentations & Meeting Supplies

Co-op America, a national nonprofit organization founded in 1982, provides the economic strategies, organizing power and practical tools for businesses and individuals to address today's social and environmental problems. While many environmental organizations choose to fight important political and legal battles, Co-op America is the leading force in educating and empowering our nation's people and businesses to make significant improvements through the economic system.

Programs

Green Business Program - starts and supports small socially and environmentally responsible businesses; publicizes the success of these businesses and gives people access to the growing green business sector.

Consumer Education and Empowerment Program - informs people about how to vote with their dollars to effect change; helps people use their purchasing and investing power to create a more just and sustainable future.

Corporate Responsibility Program - encourages corporations to become socially and environmentally responsible; provides information about boycotts and shareholder resolutions against irresponsible companies.

Sustainable Living Program - provides information about practical measures people can take to make their personal, community, and work lives more meaningful and sustainable.

www.thenaturalhome.com - Sustainable design, passive solar, high thermal mass, do-it-yourself house plans are featured with many low-tech system kits: greywater (graywater) recycling planterbeds, composting toilets, gas refrigerators, and energy saving products like shade cloth and heat storage tubes.

Software to Rate Building Design

WASHINGTON, DC, June 23, 2000 (ENS) - The U.S. Environmental Protection Agency (EPA) is making available a new version of a software package for selecting cost effective, green building products. Aimed at designers, builders and product manufacturers, the software program, "Building for Environmental and Economic Sustainability" or BEES 2.0, is based on environmentally sound building standards agreed to by the EPA, industry and public interest groups. The new version includes actual environmental and economic performance data for over 65 building products, twice as many as BEES 1.0. BEES measures the environmental performance of building products by using the environmental life-cycle assessment approach specified in international ISO 14000 standards. All stages in the life of a product are analyzed: raw material acquisition, manufacture, transportation, installation, use and recycling and waste management.

The software system assesses the following environmental impacts for building products: ozone depletion, smog, ecological and human toxicity, global warming, acid rain, natural resource depletion, indoor air quality and solid waste. The package was developed by the National Institute of Standards and Technology and the Building and Fire Research Laboratory, with support from the EPA Preferable Purchasing Program and the HUD Partnership for Advancing

Brad gave to Tabi
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Technology In Housing. The new version is available at: www.bfrl.nist.gov/oae/bees.html<
/A> or a compact disc and print manual can be ordered after tomorrow - June
30 through the EPA Pollution Prevention Information Clearinghouse at (202)
260-1023 or e-mail: ppic@epa.gov.

List of organizational/educational web-sites

- www.portfolio21.com – This is a global equity mutual funds site for those committed to a sustainable future.
- www.ids.ac.uk/ids/env- This site promotes an interdisciplinary approach to research and debate on environmental changes and the social responses to them.
- www.kornet.org/fgs/- A foundation exploring global sustainability issues
- www.sustainablemeasures.com- they explain what sustainability is and provide guideline and material on sustainable living.
- www.enviroyellowpages.com/sustainability.html- A listing of environmentally sustainable businesses and products.
- www.newdream.org- This site deals with alternative, more sustainable choices to the traditional ones given to us.
- www.agric.gov.ab.ca/sustainlinks.html- This site gives insight to sustainable agricultural practices.
- www.trst.com- A foundation concerned with financial sustainability issues.
- www.surfrider.org- One of the foremost organizations in promoting marine sustainability, they have been honored on numerous occasions for their efforts.
- www.ecoiq.com/onlinesources/- Test you Eco IQ!

On the green page under Feminine Hygiene Products:

www.home.pon.net/simmonsnaturals/women.html

This website has links to women's health issues and organic feminine hygiene products.

www.indra.com/natracare/

This website has information on the company Natracare. It also has important health information. For example, women use 11,000 tampons in her lifetime. This site also has information on the history and dangers of products containing dioxins.

www.simplelife.com

This website has information on diapers, feminine hygiene products, bedding, clothing, toys, bath stuff, paper, accessories, marketing, public relations, and consulting.

www.emagazine.com/july-august_1997/0797gl_health.html

This is the article "Toxic Shock! How safe are Feminine Hygiene Products?" by Aisha Ikramddin

www.drbuggs.com/trivia.htm

This website has pesticide trivia.

These websites should be located under the green cleaning supplies on the green page:

www.greenmarketplace.com

This website has information on why to shop green. Many different products available: accessories, art gallery, gifts, gardening and pet supplies, natural foods, organic clothing, cleaning supplies.

www.seventhgeneration.com

This website has information on chlorine, non-toxic cleaning, and on petroleum. This company produces toilet paper, cleaning supplies, and paper towels. "Seventh generation is the nations leading brand of environmentally safe household products."

www.ecomall.com

This website has information on solar power, pet supplies, natural health, cleaning supplies, detergents, vegetarian restaurants, and eco-links.

www.organicsofoz.com

This website has teas, chapsticks, and detergents.

www.morganics.com

This website has information on pet care, soil care, and household care.

www.cleaningearth.com

This website has carpet, bathroom, kitchen, and all-purpose cleaner.

www.vermontsoap.com

This website has non-toxic alternatives for irritating soaps.

www.aehf.com

This website for the American Environmental Health foundation has research and information on chemical sensitivity. It also has kitchen, bathroom cleaners, face care, sunscreen, laundry products, insect control, carpet care, and vitamins.

www.bobvila.com

This website has tips from the San Francisco Water Pollution Prevention and Hazardous Waste Management Programs.

This information should be located on the green page under Building supplies:

www.cppa.org/english/info/htm

This website has information on how to make pulp and different types of paper.

This is a website that should probably be on the green page maybe under why to shop green or something like that.

www.earth-day2000.org

This website has information on ten companies. The website allows people to be informed consumers.

This information should be on the green page under Health care:

www.tomsofmaine.com

This website allows a person to tour the shop virtually. Products that are available are toothpaste, natural nasal decongestant, cold healers, deodorant, soaps, mouthwash, flossing ribbon, shampoo, shaving cream, antiperspirant.

www.vitamins.com

This online store provides high quality products for low prices. There are a lot of products beyond vitamins.

www.recycline.com

This website features the Preserve toothbrush which is made out of recycled materials. The goals of this company are to further the progress of the recycling industry and to be the name that people think of for innovative products made from recycled materials.

www.herbalhut.com

This website allows one to order products including Fuchs toothbrush that has the replicable head.

www.mothenature.com

This website has health care products on it.

www.realgoods.com

This website has gifts, home care, and healthy lifestyle products.

Websites Kate gave to Tabi on Oct 18

This information should be on the green page under Shoes/Clothing:

www.pegusshoes.com

This website provides information and ordering of vegan shoes.

This information should be on the green page located under bedding:

www.janices.com

This website has organic cotton products that include mattresses, covers, pads, sheets, pillowcases, quilts, and comforters.

This information should be located under alternative buildings:

www.daviscaves.com

This website has information on earth sheltered homes which are energy efficient due to the earth that is located on all sides and roof.

www.northland.edu

This college located in Ashland, Wisconsin has a building called the Environmental Living Learning Center. The buildings energy efficiency is 54% below Wisconsin's building codes.

www.ecw.org

This website provides information on monitoring a sustainable residence hall (ELLC) on Northland College's campus.

Prepared By Kate McCracken on December 2, 2000

Local companies and organizations that support green products

Montessori at Home or School- Fun, educational books, and toys. "This collection is full of plain stuff, wise stuff!" –Editor, Whole Earth Review. Monthly open warehouse. Michael Olaf Montessori, Arcata, CA, www.michaelola.net<michaelola@aol.com> (707) 826-1557

Dandelion Herbal Center- Teaching the art and the science of herbalism.
janeb@arcatanet.com (707) 442-8157

Tofu Shop- Fine tofu products. (707)822-7401 100 Erickson Ct. #150, Arcata, CA 95521

Colestin Organic Farm B&B- Fred Marken. Experience Organic! We grow organic asparagus and serve delicious vegetarian, organic breakfasts. \$49.00 per night. 2301 Hilt Road, Hornbrook, CA www.cofbandb (530) 475-3242

Sentient Times- Alternatives for Personal and Community Transformation. (541) 512-1084 dmokma@jeffnet.org

Many Moons Garden Retreat- Kahish. Nurture yourself in our healing, organic garden, orchard and vineyard in warm climate on the Trinity River. Healing practioners available.
kahish@yahoo.com

Stewart Mineral Springs- Relax and rejuvenate with our healing waters, massage, Reiki, and hypnotherapy. www.starhawk.com

Solutions- This store provides a wide variety of hemp products from clothing to bedding to chapstick. 1063 H Street Arcata, CA 95521

Muddy Waters Coffee Company- This coffee company goal is to provide the best possible coffee while being environmentally conscious. www.ilovemud.com 1603 G Street Arcata, CA 95521 (707) 825-mudd

Green: The color symbolizing values, practices, and businesses that create environmental sustainability, social justice, and life quality for all.

What are Green Businesses?

Green companies do business in a way that solve environmental and social problems.

Why shop Green?

- to ensure humane treatment of animals
- to promote fair treatment of workers
- for better personal health and for the health of their families and friends

- to reduce pollution and toxins
- to reduce, reuse, and recycle waste
- to save forests, oceans, and other vital resources
- to encourage better business practices

Green Purchasing Principles

Ask these questions to yourself before purchasing a product.

1. Do I really need this?
2. Can I reuse, recycle, barter, or borrow this?
3. Is this purchase in harmony with my values? (ex. Does the production of this product harm animals? Does the company who produces this product pay fair wages to their employees?)

Some Green Spending Strategies

1. Buy in Bulk. This saves money, reduces wasteful packaging, and reduces time spent shopping.
2. Purchase organic products. They are healthier for you and help take care of the environment by eliminating the use of toxic chemicals.
3. Support your local green businesses.
4. Establish a waiting period. Think about the product before you purchase the item. Do you really need the item? Is this product produced in a green responsible manner? Etc.

Guides for the use of Environmental Marketing Claims

Statement of Purpose: These guides represent administrative interpretations of laws administered by the Federal Trade Commission for the guidelines of the public in conducting its affairs in conformity with legal requirements.....

A) Distinction between benefits of product, package and service.

Ex. A box of aluminum foil is labeled with the claim "recyclable" without further elaboration. Unless the type of product, surrounding the language, or other context of the phrase establishes whether the claim refers to the foil or the box, the claim is deceptive if any part of either the box or the foil, other than minor, incidental components, cannot be recycled.

B) Overstatement of environmental attribute.

Ex. A package is labeled "50% more recycled content than before." The manufacturer increased the recycled content of its package from 2 percent recycled material to 3 percent recycled material. Although the claim is technically true, it is likely to convey the false impression that the advertiser has increased significantly the use of recycled material.

C) Comparative claims.

Ex. An ad claims that the advertiser's packaging creates "less waste than the leading national brand." The advertiser's source reduction was implemented sometime ago and is supported by a calculation comparing the relative solid waste contributions of the two packages. The advertiser should be able to substantiate that the comparison remains accurate.

D) General environmental benefit.

Ex. A brand name like "Eco-Safe" would be deceptive if, in the context of the product so named, it leads consumers to believe that the product has environmental benefits which cannot be substantiated by the manufacturer. The claim would not be deceptive if "Eco-Safe" were followed by clear and prominent qualifying language limiting the safety representation to a particular product attribute for which it could be substantiated, and provided that no other deceptive implications were created by the context.

E) Degradable/biodegradable/photodegradable.

Ex. A trash bag is marketed as "degradable," with no qualifications or other disclosure. The marketer relies on soil burial tests to show that the product will decompose in the presence of water and oxygen. The trash bags are customarily disposed of in incineration facilities or at sanitary landfills that are managed in a way that inhibits degradation by minimizing moisture and oxygen. Degradation will be irrelevant for those trash bags that are incinerated and, for those disposed of in landfills, the marketer does not possess adequate substantiation that the bags will degrade in a reasonably short period of time in a landfill. The claim is therefore deceptive.

F) Compostable

Ex. A manufacturer indicates that its unbleached coffee filter is compostable. The unqualified claim is not deceptive provided the manufacturer can substantiate that the filter can be converted safely to usable compost in a timely manner in a home compost pile or device. If this is the case, it is not relevant that no local municipal or institutional composting facility exists.

G) Recyclable

Ex. A container can be burned in incinerator facilities to produce heat and power. It cannot, however, be recycled into another product or package. Any claim that this container is recyclable would be deceptive.

H) Recycled Content

Ex. A laser printer toner cartridge containing 25% recycled raw materials and 40% reconditioned parts is labeled "65% recycled content; 40% from reconditioned parts." This claim is not deceptive.

I) Source Reduction

Ex. An ad claims that solid waste created by disposal of the advertiser's packaging is "now 10% less than our previous package." The claim is not deceptive if the advertiser has substantiation that shows that disposal of the current package contributes 10% less waste by weight or volume to the solid waste stream when compared with the immediately preceding version of the package.

J) Refillable

Ex. A container is labeled "refillable X times." The manufacturer has the capacity to refill returned containers and can show that the container will withstand being refilled at least X times. The manufacturer, however, has established no collection program. The unqualified claim is deceptive because

there is no means for collection and return of the container to the manufacturer for refill.

K) Ozone safe and ozone friendly

Ex. An aerosol air freshener is labeled "ozone friendly." Some of the product's ingredients are volatile organic compounds (VOC's) that may cause smog by contributing to ground-level ozone formation. The claim is likely to convey to consumers that the product is safe for the atmosphere as a whole, and is therefore, deceptive.

For more information on "Guides for the Use of Environmental Marketing Claims"
www.ftc.gov/bcp/grnrule/guides980427.htm#260.6

Solar Powered Companies:

www.aaasolar.com

-solar cooking, solar electric, wind electric, hot water, home heat, and pool heat

www.absolutesolarcompany.com

-specializes in the design and supply of reliable solar/wind energy

www.zekes.com

-Manufacturer of solar distillers

www.ajilsolarelectric.com

-wire-less solar electric power systems

www.mobilepower.com

-battery charger, solar A.C generators, roof-top RV kits

www.hometown.aol.com

-solar powered batteries, lights, radios, emergency car starters

www.acadia.net

-solar energy research and development

www.appliedpower.com

-provider of solar electric products, systems, and services

Prepared by Kate and Brad on December 7, 2000

Reasons to shop green and locally:

- support your local economy
- create jobs in your community
- small business owners will redistribute wealth through the community
- conserving energy from not driving out of your community
- buying local products have a lower impact on the environment
- buying locally communicates that there is a demand for green products in your area
- buying locally relieves support from multinationals that have a political agenda

The website update form was designed by the Public Relations subcommittee to provide the other subcommittees with an easy way to up their information that was going to be placed on the website. This form was never used during the semester because most groups provided information verbally or through email. However, we suggest using this form as a way to keep a good record of what has been done by the other subcommittees.

Website update form

- * date:
- * group:
- * ~~have~~ what (if any) goals have been accomplished since last update?
- * any new links to add/delete?
- * any new contact info?
- * other:
- * suggestions

Are there other solutions?
What are their strengths
and weaknesses?

Campus Committee on Sustainability

Website Update Suggestion Form

Purpose: The purpose of this form is receive input from all sub-committees and involved parties on the content and structure of the Campus Committee on Sustainability's website. Please include suggestions regarding any and all information displayed on the committee website(www.humboldt.edu/~ccs).

Contact Information(optional):

Name or Committee: _____

e-mail: _____

Suggestions:

Main Committee Page:

Sub-Committee Pages:

Green Pages:

Additional Suggestions (please use the back of this form):

The following survey has been created to estimate the effectiveness of the CCS website. We suggest distributing the survey as soon as possible. The following form (HSU committee for the protection of Human Subjects in Research—Implementation Materials for Research Using Human Subjects) must be filled out and returned to the designated office in order to begin the surveying process.

**HUMBOLDT STATE UNIVERSITY
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH
IMPLEMENTATION MATERIALS
FOR
RESEARCH USING HUMAN SUBJECTS**

03 August 2000

Note: It generally takes a week for "exempt" and most "expedited" projects to gain approval. It takes longer for a "full board review."

SECTION 1: INTRODUCTION

The intention of this packet of materials is to provide the essential definitions and the simplest possible forms to follow and to document our compliance with the Humboldt State University Policy for Protection of Human Subjects in Research.

Humboldt State is committed to the protection of the rights and welfare of human subjects involved with university related research. Subjects will give fully informed consent, will not be exposed to unreasonable risk, and will have their personal privacy respected. Special precautions will be taken to assure the protection of vulnerable populations. Any risks to an individual must be outweighed by benefits to her/him or the importance of the knowledge to be gained, as judged by the primary investigator and by the IRB). The campus policy discusses these commitments, the university committee structure and other issues in greater detail.

At the same time, the University wishes to encourage research in all areas and wants to make the approval process as simple as possible while protecting research subjects. This packet contains the following documents.

1. A definition of "research" which explains the characteristics which determine whether or not a given type of study would be included under the "research using human subjects" policy. (Definitions from federal regulations)

2. Individual and Group Responsibilities for the Protection of Human Subjects.
3. Sample cover letters for faculty and student projects.
4. A form which can be used to explain why a project which is included in this area is "exempt" as defined by federal regulations and campus policy.
5. A short form for exempt survey research.
6. A format allowing the primary investigator to provide as simply as possible the information necessary for an "expedited" or "full" review of the proposed research project.
7. A statement of appeal procedures should an investigator recommend a project which (upon review) is not approved by the IRB because they judge the risks to human subjects too great given the probable benefits of the research project.

SECTION 2: DEFINING RESEARCH

The term research is not intended to apply to routine courses, workshops, or curriculum development using accepted educational practices or to aid or services provided by professionals to their clients that are consistent with accepted and established practice and intended only to meet the client's own personal needs are not subject to IRB review. A wide range of

teaching and service activities that HSU professors do is not subject to IRB review. To be research, an activity must constitute a (1) systematic investigation that (2) is designed to develop or contribute to general knowledge.

Is the teaching and service that HSU professors do unregulated and unreviewed? Not at all. These non-IRB reviewed activities are subject to appropriate codes of ethical conduct originating from sources other than the HSU Policy for Protection of Human Subjects in Research and Executive Memorandum P 92-7. Examples of such codes are the Codes of Ethics of the American Psychological Association and the American Sociological Association. All behavior by professors is simultaneously regulated by numerous ethical codes.

The term research is not intended to apply to:

- (a) routine course, workshop, or curriculum development using accepted educational practices sponsored by HSU, including evaluation to determine student/participant satisfaction, attitude change, and/or knowledge gain during the educational experience;
- (b) aid or services provided by professionals to their clients that are consistent with accepted and established practice, and intended only to meet the clients' own personal needs; or
- (c) services performed strictly for the benefit of the subject, unless they place the subject at risk.

Examples:

- Classroom instruction is a service and does not require review.
- A training program does not constitute human subjects research if no data are collected. Administrative surveys, questionnaires, and interviews (Surveys) not supported by federal funds and designed for use in the internal management and operation of the University do not constitute Research@ within the meaning of this policy if the information or conclusions of the Surveys are not intended for scholarly publication or for dissemination to persons outside the administrative organization of the University.
- Classroom curriculum projects, workshop evaluations, and administrative review projects need not be reviewed by the IRB if they are not research, results will not be distributed outside the

- classroom or institutional setting, or are used to evaluate or review a program in order to build a better program.
- If the library surveys its patrons with no other purpose than to evaluate its services, it is not research.
- If it is a graduate thesis, it is very likely to be research.

Many people think it is the activity itself that constitutes research (i.e. all surveys are research). This is not true. It is the purpose of the research and the eventual use of the information obtained that ultimately makes the difference between research and everything else. If you have questions about this determination, please contact the IRB Chair or a committee member.

SECTION 3: RESPONSIBILITIES OF INDIVIDUALS AND GROUPS

The **principal investigator** has the primary responsibility to: (1) protect human subjects as required by law and campus policy, and (2) to prepare and document reports of the research sufficient to allow review and approval by the department chair, IRB, appropriate administrator (Dean of the College of Behavioral and Social Sciences), and/or by any authorized governmental review agency.

If the investigator judges that the project should be "exempt" under university policies and procedures, the appropriate form must be submitted to her/his department office. If the project is one which may be "expedited" or which requires complete review by the IRB, the material should be submitted to the chair of the IRB.

When the principal investigator is a student, the supervising faculty member must take assure that all regulations and processes are followed and necessary forms are submitted to the appropriate office (as above). The faculty member's signature must be present on the form(s).

The **department chair** is responsible for having or developing a system for departmental review and approval of projects submitted as "exempt." Many alternative systems should be possible but the system must be reviewed and approved by the IRB and the responsible university administrator before it is implemented. The Chair must also sign "exempt" forms to verify that the approved department policy has been followed and submit signed forms to the office of the responsible university administrator.

Once these steps have been completed, research judged to be "exempt" may begin. Projects judged at the department level to be "exempt" under provisions of the policy will be deemed approved and the proposed project may begin. The signed forms with explanations of the project will be sent to the appropriate administrator.

Departments with a significant number of research projects involving human subjects should develop an internal system using the chair, a committee, or some combination of the two to review proposals submitted as "exempt." In departments with relatively few such projects, the department might prefer to designate the university appropriate administrator as the agent to review the projects. This system would assure that decisions are made in the first case by those most knowledgeable about research in the discipline and who have sufficient information to be able to apply university policies and procedures correctly and equitably. In the second type of instance, departments would not need to be constantly aware of adjustments in policy and procedures and the appropriate administrator could assure consistency of application of the policies among various disciplines.

The **chair and/or vice-chair** of the IRB have the following responsibilities:

- Chair the committee.
- Review and approve projects submitted as "expedited" to assure correct classification and adequate documentation. Review a exempt@ projects to assure correct classification and adequate documentation. Appropriate material should be made available on a periodic basis to the committee as a whole to allow discussion of the principles and practices for review and approval. A log or file of such projects would meet this requirement and would allow for periodic review. Approval by the chair would constitute approval for the project approved as "expedited" to begin.
- Assure that all necessary information is available to the committee in cases where a "full review" is required.
- Assist primary investigators in meeting responsibilities described in #1.

The **appropriate administrator or designee**, as appointed by the Provost:

- Attends IRB meetings as needed.

- Periodically reviews approvals in all categories.
- Recommends improvements in campus policy or procedures.
- Supervises staff assigned to support the committee. The staff member will maintain records to document university compliance with legal requirements and CSU and university policies.
- Receives appeals by primary investigators or departments if they wish to contest a university committee decision not to approve a research project because risks are judged to outweigh benefits.
- Identifies and recommends professors as chair of the IRB to the Provost.

**HUMBOLDT STATE UNIVERSITY
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS**

FORM 1: FACULTY COVER LETTER

TO: Chair, Committee for the Protection of Human Subjects
c/o Dean, College of Natural Resources and Sciences

FROM:

RE: Review of Enclosed Research Proposal by the Institutional Review Board

DATE:

PROJECT TITLE:

I hereby submit the attached research proposal for consideration under the Policy for the Protection of Human Subject in Research. I request (check one)

- Expedited review (no more than minimal risk)
- Full review process (more than minimal risk)
- Exempt Status and expedited approval*

Outline risks, benefits, and risk management procedures:

* If your research is an exempt survey, use only the survey form which is attached. There is no need to complete a full protocol.

**HUMBOLDT STATE UNIVERSITY
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS**

FORM 2: STUDENT COVER LETTER

TO: Chair, Committee for the Protection of Human Subjects
c/o Dean, College of Natural Resources and Sciences

FROM: Student:

Faculty Sponsor:

Department:

RE: Review of enclosed research proposal by the Institutional Review Board

DATE:

PROJECT TITLE:

The faculty committee listed below has reviewed the attached proposal:

Name: Signature _____

Name: Signature _____

Name: Signature _____

Date:

On behalf of the student we request:

- Expedited review (no more than minimal risk)
- Full review process (More than minimal risk)
- Exempt Status and expedited approval*

Please outline risks, benefits, and risk management procedures:

* If your research is an exempt survey, use only the survey form which is attached. There is no need to complete a full protocol.

SECTION 4: DETERMINATION OF EXEMPTION

Unless otherwise required by department or agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as
 - a. Research on regular and special education instructional strategies, or
 - b. Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless:
 - a. Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
 - b. Any disclosure of the human subjects' response outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

N. B. If both 2a and 2b apply, your research is not exempt.
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) of this section, if:
 - a. Human subjects are elected or appointed public officials or candidates for public office; or
 - b. Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

4. Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by or subject to the approval of (FEDERAL) department or agency heads, and which are designed to study, evaluate, or otherwise examine:
 - a. Public benefit or service programs;
 - b. Procedures for obtaining benefits or services under those programs;
 - c. Possible changes in or alternatives to those programs or procedures; or
 - d. Possible changes in methods or levels of payment for benefits or services under those programs.
6. Taste and food quality evaluation and consumer acceptance studies,
 - a. If wholesome foods without additives are consumed or
 - b. If a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

INSTRUCTIONS FOR "REQUEST FOR EXEMPTION FOR SURVEY"

Please note that not all research which uses only surveys is exempt from IRB review. To be granted an exemption, your survey must meet the following criteria:

1. Subjects must all be 18 or over;
2. Subjects' responses must be made anonymously, or the
3. Information requested must place subjects at no risk if disclosed.

Surveys involving **children** (persons under 18 years old who are neither emancipated nor married) cannot be granted exemptions. Surveys involving children require parental consent and full-board review. A survey is **anonymous** only if no one, including the researcher, can know which subject made which response. **Risks** to be considered include risk of criminal or civil liability, damage to subjects financial standing, employability, or reputation.

Use of some or all of the following strategies will help to assure that your survey is exempt: (a) Include information on the top of the survey (or in oral instructions for a phone survey) indicating that it is **research**, subject participation is **voluntary**, **If you are under 18 please do not participate in this survey, and do not write your name anywhere on the survey, or DO not tell me (the researcher) your name.** (b) Instruct the subjects to return the survey to a mail address, drop box, or other location where their responses will be mixed with those of other subjects before they are reviewed. (c) Use only random phone dialing methods or randomly generated lists of phone numbers rather than directories to administer a phone survey. **OR** (d) Ask only questions on your survey which place subjects at no risk.

Instructions for Method of Administering Survey: Please tell where and under what conditions the survey will be distributed to subjects, completed and returned. Here are some examples: (a) The survey will be handed out in introductory Psychology classes, and collected all at once. (b) The survey will be mailed to all freshmen and returned to a mail box in the Journalism Department. (c) The survey will be placed in all dormitories with instructions to return it to the Speech Communications Department. (d) The survey will be handed to students walking by in the quad, with instructions to place the completed survey in a drop box in the University Center.

Instructions for SUBJECT Population: Please specify what kind of people you will be studying. Examples: (a) female college students; (b) male runners enrolled in cross-country at Humboldt State; (c) school children in grade 6 of Eureka public schools.

Approval indicated by the execution of this form is for one calendar year. If your study will continue beyond the expiration date, you must apply for renewal in enough time in advance of this date to prevent interruption in your work. If your survey form, or your method of administering it must be modified, you must also apply for approval of your proposed modification.

If your request for exemption is denied, you may revise your research proposal and resubmit your request for an exemption, or you may submit a full application for review for approval for human subjects research in the categories of no more than minimal risk or more than minimal risk.

HUMBOLDT STATE UNIVERSITY
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH
FORM 3: REQUEST FOR EXEMPTION FOR SURVEY

1. Principal Investigator:

Name:
Department:

2. Faculty or Staff Sponsor (students only):

Name:
Department:

3. Other personnel (name, position or class level)

4. Project Title:

5. Check all items that apply:

- Master's Thesis or Project
- Senior Thesis or Project
- Faculty Research
- Class Project/Course No.
- Other (specify):

6. Status of Request (check one):

- New
- Renewal
- Modification

7. Dates Survey to be Administered:

Begin:
End:

8. Subject Population:

Number of subjects:

9. Method of Administering Survey: Attach explanation.

10. Survey Instrument and Instructions: Attach explanation.

11. Forward three copies to the College of Natural Resources and Sciences (CNRS), Forestry 101.

FOR OFFICE USE ONLY

Approved:

Expiration Date:

Authorized Signature: _____

Denied:

Reason:

SECTION 5: BRIEF INSTRUCTIONS FOR OBTAINING APPROVAL FOR RESEARCH THAT REQUIRES EXPEDITED OR FULL IRB REVIEW

Researchers are required to submit all proposals for non-exempt research involving human subjects to the Institutional Review Board (IRB, Care of the Dean of the College of Behavioral and Social Sciences). Approval must be formally conveyed in writing before the research may begin. Non-exempt research in which a student is the principal investigator (e.g., a thesis) must first be submitted to the appropriate department for review. The graduate thesis committee may serve this purpose. All other proposals for non-exempt research are submitted directly to the IRB.

The IRB requires four (4) documents for each new study involving human subjects: an application form, an abstract, the protocol, and the consent form. The protocol should be prepared using the headings indicated in the list which follows. Text must be double-spaced, and all pages numbered. A cover letter should be added if there already has been a departmental review.

The cover letter or memo should state the outcome of any departmental level review and indicate whether expedited review is requested and why.

The application form is self-explanatory. Be sure to fill in all categories, placing N/A where appropriate.

The abstract is a brief summary of the proposed study which will include all the pertinent points of the research, and will highlight the potential risks, the potential benefits, and risk management procedures. It should consist of the following: (1) title of project and principal investigator's name; (2) one paragraph summarizing the introduction; (3) one paragraph summarizing the methods section; (4) one paragraph summarizing the discussion section, indicating the potential benefits of the research; and (5) a discussion of potential risks and how they will be managed. The abstract generally should not exceed two pages double-spaced.

The protocol is a statement of the researchers' responsibilities toward the human subjects involved in his/her research and contains the following information:

- a. Purpose and Background
- b. Methods Section
- c. Subjects
- d. Potential Benefits
- e. Potential Risks

- f. Management of Risk
- g. Personnel
- h. Other

The Board usually needs to know something about how the data will be analyzed and what the significance of various results will be in order to evaluate the potential benefit of the research. This should be covered in sections a, b and d.

The consent form must be in non-scientific language, use first person and include the following: (1) procedures, including time involved and locale and names of researchers administering procedures; (2) purpose of research (including larger social purpose, if appropriate); (3) statement of risks and/or discomforts, how these have been minimized by the researchers, and how the subject may contribute to minimizing risks as well; (4) statement of potential benefits; (5) where applicable, statement of alternative treatments, their risks and benefits; (6) assurance of withdrawal without jeopardy and that participation is voluntary; (7) assurance of investigator's readiness to answer questions (phone number); (8) where applicable, terms of compensation; (9) where applicable, provision for guardians consent; (10) where applicable, provision for consultation with independent physician, or attending physician's signature; (11) signature lines for subject and/or guardians; and (12) the date.

Conditions under which written informed consent may be waived are outlined in the "Policy for the Protection of Human Subjects in Research" available from your department office, the Office for Research and Graduate Studies, or the Humboldt State University Bookstore.

**HUMBOLDT STATE UNIVERSITY
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH
FORM 4: APPLICATION FORM FOR EXPEDITED AND FULL IRB REVIEW**

Principal Investigator:

Name:

Department:

Project Title:

Date submitted:

Funding Agency (if any):

Date to be submitted to agency:

Proposed duration of project:

Begin:

End:

Names/titles of all investigators, including name of faculty advisor if student project:

History of the Protocol:

- New
- Modification
- Renewal:

Previous Number:

Original Approval Date:

Expiration of Any Previous Renewal Approvals:

Does this submission differ in any way from the previously approved protocol? Yes No

If "Yes," please explain:

Brief description of all procedures to be performed on human subjects for the purpose of research.

Subjects:

Number of subjects involved:

Description of subject population:

Compensation: Yes No

Control group involved: Yes No

Type of Informed Consent:

- Written
- Short Form

Special Procedures:

Will radioactive material be used? Yes No

If yes, what isotopes?

Authorization date from Radiation Safety Committee:

Will drugs be used? Yes No

If yes, Investigational New Drugs (IND)? Yes No

Has FDA approval been obtained if IND? Yes No

Will unusual electrical devices be used? Yes No

Has Environmental Health & Safety approval been obtained? Yes No

Date of approval:

For Office Use Only

Project Number:

Approval Term:

 Begin:

 End:

Renewal notice date:

**HUMBOLDT STATE UNIVERSITY
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH**

FORM 5: CONSENT TO ACT AS RESEARCH SUBJECT

I hereby agree to have the following person(s) carry out the following procedures on me for experimental purposes:

These procedures will be conducted at the following location(s):

They will take the following amount of time:

The purpose of these procedures is:

I understand that the procedures described involve the following possible risks and/or discomforts and that they have the possible benefits:

This information was explained to me by:

I understand that he/she will answer any questions I may have concerning this investigation or the procedures at any time. I also understand that my participation in any study is entirely voluntary and that I may decline to enter this study or may withdraw from it at any time without jeopardy. I understand that the investigator may terminate my participation in the study at any time.

Compensation:

- I understand that my payment for participation in this investigation is \$
If I do not complete this study, I will receive:
- I am not receiving any compensation for participating in this study.

Subject's Signature

Date

SECTION 6: THE APPEALS PROCEDURE

The IRB's intent is to work with researchers until all human subjects problems have been solved and the project has been approved for implementation. If the applicant believes that a proposal has been disapproved because of incorrect, unfair, or improper evaluation by the IRB, he/she may appeal to the appropriate administrator or administrative office who shall request a reconsideration of the proposal by the IRB.

The appeals procedure is as follows:

- Adverse final decisions on specific projects can be appealed by the affected researcher(s) and department(s).
- The affected researcher(s) must show cause in writing or at a designated hearing as to why the IRB decisions should be reversed within 14 working days after the receipt of notification of negative decision.
- An appeals committee of three (or more) IRB members will be appointed by the chairperson to conduct any special appeals review. At the request of the researcher, an outside reviewer may be added to the subcommittee.
- The appeals committee may take the following action: (1) return the proposal to the total IRB for reconsideration, or (2) affirm the original decision of the IRB denying approval to the appealing researcher and/or department.

ARBITRATION

Any matters requiring arbitration between the IRB and a principal investigator or questions not resolved by the IRB, will be referred to the appropriate administrative officer or administrative office. The administrative officer or the Board and the principal investigator, will seek resolution of the differences. They will report their findings to the Board and the principal investigator, after which the IRB will meet again to reconsider the matter and render a decision, in accordance with Federal policy. In no instance may

any official of the institution overrule an IRB decision for disapproval.

An avenue open to the researcher is to modify objectionable items with his or her research to conform to IRB and Uniform Federal Policy. Although other organizations of the institution may review the proposal, those officials may not approve the research if it has not been approved by the IRB.

⑩
* *

Do you feel that this web site gives you insight to what HSU is doing as far as trying to establish a sustainable campus? N/Y

③ * * Was everything presented in a clear & understandable manner? Y/N

⑤ * * Would you consider this web-site as a good educational tool ~~to~~ regarding sustainability in general? ~~Would you recommend it to someone else?~~
Y/N Y/N

④ * * Do you feel that enough information was given?

Other comments:

only on the website

Suggestions:

Regarding "Website Update Suggestion Form":

This is a basic form to allow for comments on the three largest sections of the website. Sub-committees will have more detailed suggestions regarding the information that is displayed on their portion of the site. These suggestions should contain details on additions and extractions to the website.

Regarding "Student Website Survey":

In order to find out whether the objectives set forth are being accomplished we must have a way of measuring the visitorship to the website. This survey must also be used to find out what type of opinion the users of the website have. In order to access whether 20% of the HSU population has visited the site, there will be an online survey as well as the student survey. Both of these surveys will be used to access whether our objectives have been met. The questions included in the survey are designed to access both the effectiveness number of visitors to the website.

and the and type

Survey Questions that Brad, Elizabeth, and Kate suggest to be given to faculty and staff during the next semester when the class is offered

This survey is designed to estimate the worth of this (www.humboldt.edu/~ccs) web site. Questions 3 through 10 (exception of number 8) are rated using a scale of one to five. 1=excellent 5=extremely poor

1. Are you a student? Y/N If so, what is your major?
2. Have you ever visited the web-site for the Campus Committee on Sustainability? Y/N
3. Was everything presented in a clear and understandable manner?
1 2 3 4 5
4. Do you feel that enough information was given? 1 2 3 4 5
5. Would you consider this web-site as a good educational tool regarding sustainability in general? 1 2 3 4 5
6. Did the web-site effectively provide information on how to make lifestyle changes to live in a more sustainable manner? 1 2 3 4 5
7. Does the implementation of these lifestyle changes appear to be realistic in today's society? 1 2 3 4 5
8. Will you implement any of these practices in your lifestyle? Y/N
9. Did you find the contents of the site to be useful in finding other informational sources regarding sustainability? 1 2 3 4 5
10. Do you feel that this web-site gives you insight to what HSU is doing as far as trying to establish a sustainable campus? 1 2 3 4 5

This survey was designed by Brad, Kate, and Elizabeth is to be placed on the website.

1. Are you a student? Y/N
2. Was everything on the website presented in a clear and understandable manner? Y/N
3. Do you feel that this website gives you insight to what HSU is doing as far as trying to establish a sustainable campus? Y/N
4. Did the website effectively provide information on how to make lifestyle changes to live in a more sustainable manner? Y/N
5. Does the implementation of these lifestyle changes appear to be realistic in today's society? Y/N
6. Will you implement any of these practices in your lifestyle? Y/N

The following is information obtained from subcommittees. This information has been posted on the website in the appropriate section.

Humboldt State University Green Building Checklist

Campus Committee on Sustainability

This checklist is designed to be used as a tool in helping university administrators and engineers to design, build and retrofit buildings in an environmentally benign way. Using these guidelines in their entirety should help to create buildings which use less electricity and heating fuel, contain less embodied energy, efficiently use water, and have a low impact on the surrounding environment. In addition to being an environmental model these guidelines should help to create buildings which are more comfortable for their users and will save money over time.

I. Pre-Design:

- _ Create a "development team", (comprising the project manager, engineer, architect, plumbers, contractors, etc.) to work on initial designs of the project, in order to have interdisciplinary cohesiveness.

- _ Develop sustainable guideline goals to incorporate into the Schematic Design documents, to be selected from the following sections.

- _ Use Cost-Benefit Analysis to assess the economic benefit of the sustainability measures chosen.

- _ When possible, choose to remodel or retrofit existing buildings using appropriate environmentally benign building practices.

II. Design:

A. Site:

- _ Design building orientation to maximize solar exposure in winter and shade building from the summer sun. Design building overhangs to protect windows, doors, and people from weather.

- _ Design building to fit the natural characteristics of the site. Minimize disturbance of the site to avoid soil instability and erosion.

- _ Protect native vegetation. Assure adequate protection and clearance between construction and the root system of any trees and plants to be preserved.

- _ Retain existing topsoil and maintain soil health by clearing only the areas reserved for construction. Replant exposed soil areas as soon as possible.

- _ Locate buildings to encourage bicycle and pedestrian access. Provide bicycle and pedestrian paths, bicycle racks, etc. Racks should be visible and accessible to promote bicycle use.

_ Grade slopes to a ratio of less than 2:1 (run to rise). Balance cut and fill to reduce hauling.

_ Minimize disruption of water drainage patterns. Provide erosion controls, site drainage, and siltation basins to protect the site during and after construction.

_ Minimize the area required for the building's footprint. Consolidate utility and infrastructure in common corridors to minimize site degradation and cost, improve efficiency, and reduce impermeable surfaces.

B. Energy Use:

_ Use site orientation to take advantage of day lighting, solar heating and natural ventilation.

_ Use energy efficient appliances to compensate passive systems (see green product links section on HSU's Campus Committee on Sustainability web site).

_ Design classrooms and office areas to be thermally separate from less energy consuming zones like entry, storage, mechanical, and utility areas.

_ Provide thermal curtains for windows and skylights.

_ Use renewable energy. Use solar water heaters, photovoltaics, and co-generation when applicable.

C. Future Use:

_ Design foundation to accommodate additional floors in the future.

_ Avoid interior load bearing walls to accommodate changing needs and uses.

D. Water Use:

_ Establish water catchment systems that can be used for irrigation of landscaping. Provide adequate site drainage to avoid flooding during the rainy season.

_ Provide accessible main valve and branch lines for water service. Use copper plumbing pipe. Insulate hot water pipes. Use water conserving plumbing fixtures. Incorporate solar water heating for hot water needs. Provide adequate exterior water to maintain healthy landscaping.

_ Establish areas of water cleansing plants next to impermeable surfaces to absorb and filter rain runoff.

E. Transportation:

- _ Accommodate alternate modes of transportation (i.e. walking, bicycling), energy saving transportation (carpooling), and mass transit.

III. **Building Materials:**

- _ Minimize use of hazardous materials. When no alternate is available, provide properly designed separate storage.
- _ Minimize exposure of construction and building occupants to toxic materials. Use safe, biodegradable materials and alternatives to hazardous materials. Require and monitor safe handling and disposal of any hazardous materials.
- _ Avoid using materials that cannot be easily repaired if damaged.
- _ Consider using insulated concrete forms for many construction applications.
- _ Use re-milled salvage lumber where appropriate and available.
- _ Use certified sustainable wood products, finger-jointed lumber or otherwise resource-efficient building materials. Avoid the use of old-growth lumber, other than "recovered" or "reused" materials.
- _ Use advanced framing systems that reduce waste, two stud corners, engineered structural products and prefabricated panel systems.
- _ Use products with low embodied energy and/or high recycled content (see green product links section on HSU's Campus Committee on Sustainability web site).
- _ Use locally produced products, such as plastic, lumber, insulation, glass tiles, and compost.
- _ Use no-VOC or low-VOC paints, sealants, and adhesives.
- _ Use natural linoleum or other vinyl alternate. Use a finished concrete floor for the first story of multi-story buildings.
- _ Commit to a material selection program that emphasizes efficient and environmentally sensitive use of building materials, and that uses locally available products.

IV. **Construction:**

- _ Designate area on the construction site to collect scrap materials for on-site reuse later in the project or to be marked into the secondary materials market. Require recycling of non-reusable material. Provide adequate space for comprehensive recycling services for building occupants.

- _ Minimize or prohibit non-recyclable/non-reusable packaging both during construction and later in building operation.

- _ Provide flush-out period to remove airborne contaminants from the building and systems.

- _ Protect site from runoff erosion during construction.

Procurement Subcommittee

Objective Statement

The first objective of this project is to reduce the types of chemicals used in the Janitorial Department 25% by January 1st 2001.

The second objective of this project is to replace 100% of the non-biodegradable plastic bags in use within the Janitorial Department with a biodegradable substitute by January 1st 2008.

-25% by 2002

-25% by 2004

-25% by 2006

-25% by 2008

Problem Statement

Chemicals and trash bags used for Janitorial services need to be reduced to a sustainable level. Individual chemical amounts need to be reduced. Alternative chemicals that are environmentally friendly need to be found and utilized to replace existing chemicals. Plastic trash bags currently in use are not biodegradable and a biodegradable alternative must be found and implemented.

Recycled Paper Procurement Project

Project Members:

Deborah Keeth
Katie Stieren
Mike Wall
Michael Winkler

Problem:

- As with all current U.S. society, Humboldt State University purchases large quantities of goods, energy and other services whose production has a great environmental impact. We decided to focus on campus paper resources for our target problem because it's a visible, everyday common issue.

Mission:

- To affect University purchasing policy to allow for the purchase of the most environmentally sound products that will meet the user's need. We will use recycled paper as a prototype in developing this process.

Objectives:

1. Policy changes will be made in University policy. Specifically,
 - Policy will allow for the purchase of the most environmentally sound product that will meet the user's needs
 - Policy will include life cycle and external costs
 - Policy will become standard operating procedure for Central Purchasing
2. All fine printing and writing papers bought on campus will consist of 50% or greater post-consumer waste content by May 2000.
3. 33% of all fine printing and writing papers bought on campus will consist of 100% post-consumer waste content by May 2000.

Alternative Solutions:

- Reducing paper waste
- Alternative fundraising, such as grant-writing
- An educational campaign to encourage the reduction of over-use/waste of paper from students on campus
- Additional research/education related to the environmental consequences of virgin paper production, and why recycled paper use is applicable and necessary

Paper Testing Implementation:

- Mike Wall and Katie Stieren, along with assistance from individuals of the Campus Recycling Program distributed 50 sheets of 50% and 50 sheets of 100% of post-consumer recycled paper to every office on campus with a printer or copier. Along with the paper, we also handed out a letter from Bob Gearheart and a survey to be completed after testing the paper. Much of the paper was distributed at the end of October and a few weeks were allowed for their convenience to test.

- Katie Stieren received 5 out of 10 surveys. All are very supportive of the 50% and the 100% recycled paper. There were no problems reported. A few told her that they would in fact purchase the paper if Academic Computing/Graphics would supply it. The surveys that she did not receive back were misplaced, she was told.

Evaluation:

- more time was greatly needed
- money was also a limiting factor
- the survey would have been more productive on a bigger scale (larger amounts of paper being tested)

Summarized by: Brad Peterson(bradford@humboldt1.com)

Hillary Kleeb
Sean Dockery
Capital Outlay Problem Statement

As part of recognizing the goal of a sustainable campus, we must take a more focused look at ecological design aspects of building plans, and evaluate those plans based on guidelines of sustainable buildings.

Objectives:

1. Create practical set of guidelines that can be used to enable the planners to make the future buildings on HSU as environmentally benign as possible.
2. Help to develop plans for the remodel of the Forbes Complex using said guidelines.
3. Work to institutionalize guidelines in Humboldt State University's planning process.
4. Show examples of successful "green" buildings.

The following is information we obtained off the website that we used to design parts of the green page. The Internet we found had a lot of helpful information on it.

Welcome to CATs

Californians for Alternatives to Toxics is dedicated to preventing harm caused by the unwise use of toxic chemicals in the environment, particularly pesticides. To achieve this goal, CATs serves as a clearinghouse for information and strategic action. Our focus is on problems that occur in Northern California and actions that benefit people around the world.



Wine
grapes &
Pesticides

Roadside
Herbicides

Methyl
Bromide

Forest
Herbicide
Use

Links

*Pesticide
Ordinance
in Arcata*

Alternative
Pest
Control



Spraying DDT for mosquito control, New York 1945. Once considered safe, DDT now is known to be highly toxic to all life-forms. Though now banned for use in the USA, residues of DDT linger in the bodies of all Americans, young and old.

For membership information or to be on our mailing list
please sign our **guestbook**

CATs webpage is constantly being updated. Please continue to visit and discover the
new items being added.

Contact Information

P.O. Box 1195 (990 I St.), Arcata, CA 95518
Phone: 707-822-8497
FAX: 707-822-7136
Email: catz@reninet.com
<http://www.reninet.com/catz/>

photograph of the Eel River in Northern California provided by Marc Hoshovsky

Sustainable Practice Programs elsewhere:

www.unesco.org/iau/tfsd/index.html - [International Association of Universities](http://www.unesco.org/iau/tfsd/first.html)
Higher Education and Sustainable human development
Agenda for sustainable development
Sustainable development and the Universities: IAU's position
Kyoto Protocol Declaration Plan and much more

Sustainable development: some definitions

What is Sustainable development?

IAU takes as a reference the "Brundtland definition" (World Commission on Environment and Development) as given in the Brundtland Report : Our Common future. In this definition the term "Sustainable Development" in itself links the two concepts of "environment" and "development" and it refers to "development seeking to meet the need of the present generation without compromising the ability of future generations to meet their own needs. It aims at assuring the on-going productivity of exploitable natural resources and conserving all species of fauna and flora."

Sustainable human development

This concept has been further developed within the UN system which tends to use the term: sustainable human development. The introduction of the "human" dimension places human development at the forefront of regional integration and sustainable development of a country or continent. "In recognition of the centrality of the human dimension to development, the UN general Assembly in 1986 adopted a "Declaration on the right to development" stating that the human person is the central subject of development", and called upon member states "to ensure access to the basic resources, education, health services, food, housing, employment and the fair distribution of income." (Ref: Sustainable Human Development. United Nations Economic Commission for Africa 1995)

Sustainable development and the Universities: IAU's position

What does Sustainable Development have to do with Universities and, in particular, with the International Association of Universities?

Background

As David L. Johnston, then Principal and Vice-chancellor McGill University in Canada and Member of the IAU Administrative Board, said at the IAU 9th Round Table, Kyoto, Japan, 19 November 1993:

"Everything, I would agree, because universities are uniquely equipped to lead the way. By their special mission in teaching and training the leaders of tomorrow, by their rich and increasingly extensive experience in conducting transdisciplinary research and thereby overcoming traditional boundaries between discipline-based departments, and by their fundamental nature as engines of knowledge, universities have a major role to play in a world whose national boundaries are dissolving daily into ever-smaller regional entities. In fact, "major role" is understanding. The universities have an indispensable role".

The meeting underlined two major reasons why university leaders thought they should undertake the quest:

1. is a historical reason "absence of significant university contribution to the United Nations Commission on Environment and Development Conference in Rio de Janeiro. In reviewing the steps up to this conference, many of us were surprised and saddened by the relatively low participation of the universities, their associations, leaders, and scholars. The

lesson is clear: universities must not forfeit their natural claim to leadership. If we do not get involved, if we do not use our combined forces to help solve the overwhelming problems of our global society, then we shall be ignored in the wake of some other engine for change, some other agency or structure that will be invited to provide leadership";

2. universities have a unique contribution to make, a contribution implicit and utterly in keeping with their mission of advancing learning through research and teaching. At the heart of any effort to understand and promote sustainable development are four key elements: the serious and pressing nature of the problem, the interdisciplinary scope of potential solutions, the international scale of their impact and the ethical imperatives of self-knowledge, self-discipline, moderation, fairness and justice for all.

* * *

The IAU Agenda 2000 for Sustainable Development

A major conclusion derived from Dr. Johnston's exposé in 1993 was that the International Association of Universities should take up sustainable development as a major theme leading up to the year 2000. The IAU Administrative Board decided, at its 52nd Meeting in Tokyo, that the IAU undertake specific initiatives:

1. Declaration of principle

To adopt a Declaration of principle in support of sustainable development, based on the Declarations emanating from the Conferences at Talloires in France, Halifax in Canada, and Swansea in Wales, as a dynamic and evolving expression of purpose to guide IAU over the next seven years up to the year 2000 - the Kyoto Declaration. This declaration embodies the language and substance of both the Halifax Declaration and the Swansea Declaration.

2. Teaching and Research Strategy by Year 2000

To implement a sustainable development strategy of collaborative teaching and collaborative research, as well as good practice, which should propel universities out of their currently passive role into an energetic and influential central role. A specially established Task Force is to identify the working elements from that strategic initiative. This Task Force met for the first time prior to the 58th Board meeting that took place in Bangkok on November 9, 1997.

3. Individual University Initiatives

To strongly encourage IAU Member Universities to adopt an institutional action plan for sustainable development.

Following the discussion of the above proposals, some 90 international university leaders assembled at the Ninth IAU Round Table adopted, on 19 November 1993, the following declaration:

THE KYOTO DECLARATION

1. To urge universities world-wide to seek, establish and disseminate a clearer understanding of Sustainable Development - "development which meets the needs of the present without compromising the needs of future generations" - and encourage more appropriate sustainable development principles and practices at the local, national and global levels, in ways consistent with their missions.

2. To utilize resources of the university to encourage a better understanding on the part of Governments and the public at large of the inter-related physical, biological and social dangers facing the planet Earth, and to recognise the significant interdependence and international dimensions of sustainable development.

3. To emphasize the ethical obligation of the present generation to overcome those practices of resource utilisation and those widespread disparities which lie at the root of environmental unsustainability.

4. To enhance the capacity of the university to teach and undertake research and action in society in sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics within the university and with the public at large.

5. To cooperate with one another and with all segments of society in the pursuit of practical and policy measures to achieve sustainable development and thereby safeguard the interests of future generations.

6. To encourage universities to review their own operations to reflect best sustainable development practices.

7. To request the IAU Administrative Board to consider and implement the ways and means to give life to this Declaration in the mission of each of its members and through the common enterprise of the IAU.

In adopting this Declaration, delegates underlined specifically the following points:

1. That sustainable development must not be interpreted in a manner that would lead to "sustained undevelopment" for certain systems, thus blocking their legitimate aspiration to raise their standard of living.

2. That sustainable development must take into consideration existing disparities in consumption and distribution patterns, with unsustainable over-consumption in some parts of the world contrasting with dramatic states of deprivation in others.

3. That global sustainable development implies changes of existing value systems, a task UN which universities have an essential mission, in order to create the necessary international consciousness and global sense of responsibility and solidarity.

4. That university cooperation for sustainable development must also assure that universities from countries with insufficient proper resources may play an active role in the process.

5. That IAU, through the intellectual and organisational potential of the Association, its clearinghouse, catalyst and network function, has a major role to play in the implementation of this Declaration.

Draft Action Plan for Individual Universities

While each University can and should make its own unique contribution, an effective plan of action (IAU undertakes the initiative to "strongly encourage IAU Member Universities to adopt an institutional action plan for sustainable development) could have the following principles embodied in it. The International Association of Universities can be a clearing house and a co-ordinating expression and institutional support for its goals.

Each University, in its own action plan, will strive:

1. to make an institutional commitment to the principle and practice of sustainable development within the academic milieu and to communicate that commitment to its students, its employees and to the public at large;
2. to promote sustainable consumption practices in its own operations;
3. to develop the capacities of its academic staff to teach environmental literacy;
4. to encourage among both staff and students an environmental perspective, whatever the field of study;
5. to utilise the intellectual resources of the university to build strong environmental education programs;
6. to encourage interdisciplinary and collaborative research programs related to sustainable development as part of the institution's central mission and to overcome traditional barriers between discipline's and departments;
7. to emphasize the ethical obligations of the immediate university community - current students, faculty and staff - to understand and defeat the forces that lead to environmental degradation, North-South disparities, and the inter-generational inequities; to work at ways that will help its academic community, and the graduates, friends and governments that support it, to accept these ethical obligations;
8. to promote interdisciplinary networks of environmental experts at the local, national and international level in order to disseminate knowledge and to collaborate on common environmental projects in both research and education;
9. to promote the mobility of staff and students as essential to the free trade of knowledge;
10. to forge partnerships with other sectors of society in transferring innovative and appropriate technologies that can benefit and enhance sustainable development practices.

General Requirements for Membership

Those degree-conferring institutions whose main object is education and the development of knowledge, whether or not they carry the name of university, may be admitted as Member Universities.

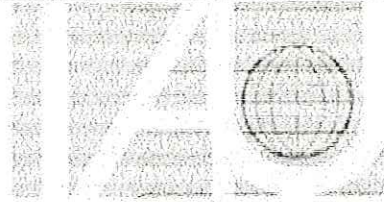
These institutions must be dedicated to the study of several branches of knowledge and must be at the level of higher education, as shown by the quality of their instruction and the preparatory training demanded of their students, as well as by the active participation of their staffs in scientific or scholarly research and the type of working equipment placed at their disposal.

Exceptionally, however, the Administrative Board, acting under the provisions of Article 4, may admit institutions of high standing which are concerned with a specialised field of knowledge.

The Administrative Board may, and normally will be expected to, admit at least one institution of higher learning from each country when such institutions exist, even if on a strict interpretation of the foregoing criteria, no institution in that country would be eligible.

Please provide the IAU Secretariat with the information required for the review and assessment of the institution's eligibility for membership. If your Institution wishes to become a member of IAU, please provide the required information through the on line Member Universities application form.

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INTERNATIONAL ASSOCIATION OF UNIVERSITIES

INTERNATIONAL UNIVERSITIES BUREAU

A Survey of action undertaken by IAU Member

Transfer interrupted!

The area of Sustainable Development

Foreword:

The intent of this IAU Sustainable Development Questionnaire is to stimulate action, to learn more about what our Members are doing and eventually assist those who wish to do more. Aiming to update the information available on the website, we wish to collect some basic information about actions undertaken by universities and higher education institutions organisations in this area. The questions asked are very general and will at first serve to identify which IAU Member Institutions are involved, and how, the various Declarations on Sustainable Development they may have adhered to and how to implement their principles. The General Conference in Durban adopted the Kyoto Declaration as part of the IAU policy 2000, which reinforce IAU legitimacy to undertake actions related to sustainable development in the higher education sector.

Institution:

Full Address:

Tel:

Fax:

Name of contact person:

Position:

E-mail:

Website address:

Is your Inst. A member?

Yes No

If not; do you intend on joining?

Yes No

Does your university have an institutional policy with regards to Sust. Dev.?

Yes No

Which charters does it adhere to?

- CRE-Copernicus Charter
- Earth Charter
- Halifax Declaration
- Kyoto Declaration
- Stockholm Declaration
- Swansoa Declaration
- Talloires Declaration
- Others, please name

Has your university undertaken action in the field of sust. dev.?

• in teaching? Did your university develop new curricula taking into account sust.?
Yes No

If yes, please specify and send relevant documents if available:

• in research? Has your univ. developed (transdisciplinary) research programs across sectors and with external partners?
Yes No

If yes, please specify and send relevant documents if available:

• of staff training? Did your univ. adopt an internal sustainable role?
Yes No

If yes, please specify and send relevant documents if available:

• in policy and other practices?
Yes No

If yes, please specify and send relevant documents if available:

Have you developed contacts on sust. devd. related issues with:

- local authorities
- private sector
- at national level
- at international level
- others, please name

You can join our [Internet Discussion Forum on Sustainable Human Development](#), and contribute further to the ongoing debate.

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INTERNATIONAL ASSOCIATION OF UNIVERSITIES

INTERNATIONAL UNIVERSITIES BUREAU

International Association of Universities

Applying Institution

Name in national language:

Official translation in English or French:

Mailing address:

Country:

Telephone:

Telefax:

Internet home page:

Head of institution:

Name:

Title:

Function:

E-mail:

General Info:

Please enter in the space provided below the date of foundation and other decisive events in the history of the institution.

--	--

Legal status (public, private, etc.):

Membership in national, regional or other international university associations.

--	--

Academic Structure of Instit.:

Please list principal divisions (Faculties, Colleges, Schools, etc.)

Academic Staff

Please indicate the number of academic staff in each of the past three years:

a) full-time

--

b) part-time

--

c) current number of academic staff holding a doctorate.

--

Degrees and Diplomas

Please list the principal qualifications awarded and period of study normally required for each:

For each category of qualification, indicate:

a) number of students currently enrolled in the past three years:

b) number of degrees (including doctorate and other research degrees) awarded in each category in the past three years:

Research Facilities :

Library holdings

a) number of volumes

--

b) number of periodical subscriptions.

--

Access to electronic networks (please specify).

--

Major research facilities and research output, publications, scholarly journals or major research projects funded externally.

--

Budget (including external contrib. specify currency)

Total annual budget.

--

Percentage allocated for research.

--

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INTERNATIONAL ASSOCIATION OF UNIVERSITIES

INTERNATIONAL UNIVERSITIES BUREAU

THE SWANSEA DECLARATION

*released at the conclusion of the Association of Commonwealth Universities'
Fifteenth Quinquennial Conference,
University of Wales
August 1993,
Swansea, Wales*

Human demands upon the planet are now of a volume and kind that threaten the future well being of all living species. Universities have a major responsibility to help societies shape their present and future development policies and actions into the sustainable and equitable forms necessary for an environmentally secure and civilized world.

As the international community marshals its endeavours for a sustainable future, following upon the United Nations Conference on Environment and Development in Rio de Janeiro in 1992, and its adoption of Agenda 21, the United Nations' Programme of Action aimed at reconciling the twin requirements of a high quality environment and a healthy economy for all peoples of the world, universities in all countries are increasingly examining their own roles and responsibilities. At Talloires, France in October 1990, a conference of university presidents from every continent, held under the auspices of Tufts University of the United States, issued a declaration of environmental commitment that has attracted the support of more than 100 universities from dozens of countries. At Halifax, Canada in December 1991, the specific challenge of environmentally sustainable development was addressed by the presidents of universities from Brazil, Canada, Indonesia, Zimbabwe and elsewhere, as well as by the senior representatives of the International Association of Universities, the United Nations University and the Association of Universities and Colleges of Canada.

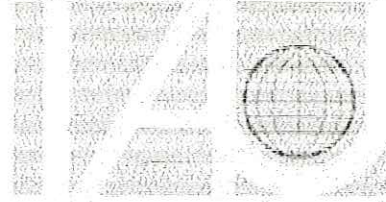
At Swansea, Wales, in August 1993, participants in the Association of Commonwealth Universities (ACU) 15th Quinquennial Congress drawn from over 400 universities in 47 different countries met to address the challenge of "People and the Environment - Preserving the Balance". They engaged in a quest for the ways by which the universities of the ACU, their leaders, scholars and students might engage and deploy their unique common traditions and comity to respond appropriately to this challenge.

The Swansea meeting inspired by the examples of Talloires and Halifax, and disappointed by the insufficient University presence at Rio de Janeiro and in Agenda 21, added its voice to those many others worldwide that are deeply concerned about the widespread degradation of the Earth's environment, about the pervasive influence of poverty on the process and the urgent need for sustainable practices. The participants expressed the belief that solutions to these problems can only be effective to the extent that the mutual vulnerability of all societies, developed and developing, is recognized, and the energies and skills of people everywhere be employed in a positive, co-operative fashion. Because the educational, research and public service roles of universities enable and impel them to be competent, effective contributors to the major additional and policy changes necessary for a sustainable future, the Swansea meeting invited thoughtful consideration by all universities of the following actions:

1. To urge universities of the ACU to seek, establish and disseminate a clearer understanding of sustainable development - "development which meets the needs of the present without compromising the needs of future generations" - and encourage more appropriate sustainable development principles and practices at the local, national and global levels, in ways consistent with their missions.
2. To utilise resources of the university to encourage a better understanding on the part of governments and the public at large of the inter-related physical, biological and social dangers facing the planet Earth, and to recognize the significant interdependence and international dimensions of sustainable development.
3. To emphasize the ethical obligation of the present generation to overcome those practices of resource utilization and those widespread circumstances of intolerable human disparity which lie at the root of environmental unsustainability.
4. To enhance the capacity of the university to teach and undertake research in sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics within the university and with the public at large.
5. To co-operate with one another and with all segments of society in the pursuit of practical and policy measures to achieve sustainable development and thereby safeguard the interests of future generations.
6. To encourage universities to review their own operations to reflect best sustainable development practices.
7. To request the ACU Council urgently to consider and implement the ways and means to give life to this declaration in the mission of each of its members and through the common enterprise of the ACU.

The declaration adopts, quite substantially, the language of the Halifax Declaration, which was written by Ivan Head and Walter Kamba in consultation with Halifax conference participants. Both the Halifax and the Swansea Declarations served as a basis for UNESCO's Kyoto Declaration

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INTERNATIONAL ASSOCIATION OF UNIVERSITIES

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THE HALIFAX DECLARATION December 1991

The Background

University Presidents and senior officials from universities, governments, the business community and NGOs from five continents met in Halifax Canada in December, 1991, to discuss the role of Universities in improving the capacity of countries to address environment and development issues.

An important and somewhat similar process had been initiated at the Tufts European Centre in Talloires, France in October 1990. It had become clear to the Halifax conference organisers that the UNCED meetings, planned for Rio de Janeiro in June 1992, must be widely seen to be a catalyst for serious efforts to steer the world towards sustainable development patterns. It was also clear that the university community must be challenged to re-think and to re-construct many of its traditional activities and frameworks in order to play a leadership role in a world at serious risk of environmental destruction.

The conference was organised by the [Association of Universities and Colleges of Canada \(AUCC\)](#), the [International Association of Universities \(IAU\)](#), the [United Nations University \(UNU\)](#), and [Dalhousie University](#). Support was received from the Department of External Affairs and International Trade Canada, [The Canadian International Development Agency \(CIDA\)](#), and the Province of Nova Scotia. Mr. Ivan Head, Past President of the [International Development Research Centre \(IDRC\)](#) served as conference Chairman.

Among those delivering key-note addresses were the Hon. Jean Chrest, Minister of the Environment, Canada; Professor Walter Kamba, then President of IAU and Vice-chancellor of the University of Zimbabwe; and Mr. John Bell, Chair of the Canadian Delegation to UNCED.

In readiness for the conference at Rio, key papers from the conference are being published in a special issue of Higher Education Policy, the Journal of the International Association of Universities. The detailed proceedings of the Conference are published by Dalhousie University and are available upon request at Dalhousie University.

The text of the "Halifax Declaration" was written by Ivan Head and Walter Kamba in consultation with Conference participants.

Two essential outcomes of the Halifax conference :

- A follow-up plan of action, as a basis for practical strategic plans for sustainable development -- details of which are now being refined and pursued by many of the universities represented in Halifax and by their 'converts'. Emphasis is to be placed on concrete actions at home as well as a vigorous and strategic use of world-wide networks.
- A Declaration, done at Halifax, which provides a general direction being pursued by the universities now involved. Emphasis is to be placed on education and training, on research and policy information, on far more weight on the value of inter-disciplinary work and on a pro-active role by universities for sustainable development.

As then was said : "Those in attendance at the Halifax conference believe the UNCED process to be a critical step towards an environmentally sustainable future and pledge their support. They invite their colleagues in other universities and institutions to help ensure the long-term success of the UNCED challenge to create a sustainable and more equitable world."

The text of the
HALIFAX DECLARATION
Done at Dalhousie University,
Halifax, Canada,
December, 11, 1991

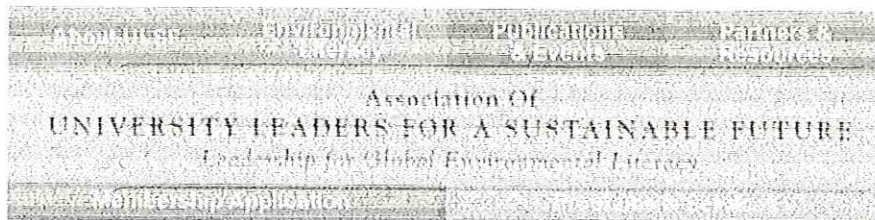
Human demands upon the planet are now of a volume and kind that , unless changed substantially, threaten the future well-being of all living species. Universities are entrusted with a major responsibility to help societies shape their present and future development policies and actions into the sustainable and equitable forms necessary for an environmentally secure and civilised world.

As an international community marshals its endeavours for a sustainable future focused upon the United Nations Conference on Environment and Development in Brazil in 1992, universities in all countries are increasingly examining their own roles and responsibilities. At Talloires France in October 1990, a conference of university presidents from every continent, held under the auspices of Tufts University of the United States, issued a declaration of environmental commitment that has attracted the support of more than 100 universities from dozens of countries. At Halifax, Canada, in December 1991, the specific challenge of environmentally sustainable development was addressed by the presidents of universities from Brazil, Canada, Indonesia, Zimbabwe and elsewhere, as well as by the senior representatives of the International Association of Universities, the United Nations University and the Association of Universities and Colleges of Canada.

The Halifax meeting added its voice to those many others world-wide that are deeply concerned about the continuing widespread degradation of the Earth's environment, about the pervasive influence of poverty on the process, and about the unsustainable environmental practices now so widespread. The meeting expressed the belief that solutions to these problems can only be effective to the extent that the mutual vulnerability of all societies, in the south

and in the North, is recognised, and the energies and skills of people everywhere be employed in a positive, co-operative fashion. Because the educational, research and public service roles of universities enable them to be competent, effective contributors to the major attitudinal and policy changes necessary for a sustainable future, the Halifax meeting invited the dedication of all universities to the following actions:

- (1) To ensure the voice of the university be clear and uncompromising in its ongoing commitment to the principle and practice of sustainable development within the university, and at the local, national and global levels.
- (2) To utilise the intellectual resources of the university to encourage a better understanding on the part of society of the inter-related physical, biological and social dangers facing the planet Earth.
- (3) To emphasise the ethical obligation of the present generation to overcome those current malpractice's of resource utilisation and those widespread circumstances of intolerable human disparity which lie at the root of environment unsustainability.
- (4) To enhance the capacity of the university to teach and practice sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics among faculty, students and the public at large.
- (5) To cooperate with one another and with all segments of society in the pursuit of practical capacity-building and policy measures to achieve the effective revision and reversal of those current practices which contribute to environmental degradation, to South-North disparities and the inter-generational inequity.
- (6) To employ all channels open to the university to communicate these undertakings to UNCED, to governments and to the public at large.



The Talloires Declaration

(PRONOUNCED TAL-WHAR)

We, the presidents, rectors, and vice chancellors of universities from all regions of the world are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation, and the depletion of natural resources.

Local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "green house" gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations. These environmental changes are caused by inequitable and unsustainable production and consumption patterns that aggravate poverty in many regions of the world.

We believe that urgent actions are needed to address these fundamental problems and reverse the trends. Stabilization of human population, adoption of environmentally sound industrial and agricultural technologies, reforestation, and ecological restoration are crucial elements in creating an equitable and sustainable future for all humankind in harmony with nature.

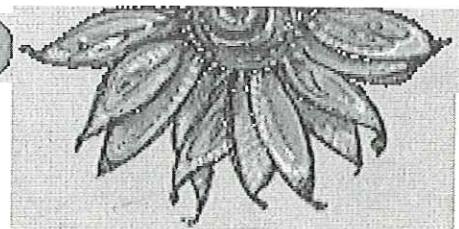
Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

1. Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.
2. Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.
3. Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate, and have the awareness and understanding to be ecologically responsible citizens.
4. Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.
5. Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.
6. Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.
7. Convene university faculty and administrators with environmental practitioners to develop curricula, research initiatives, operations systems, and outreach activities to support an environmentally sustainable future.

GreenMarketplace.com

live help



Why shop green?

While customers have different reasons for buying what they buy, there are some common values that draw many to the integrity of our site. Green shopping may be:

- for better personal health and for the health of their families
- to reduce pollution and toxins
- to reduce, reuse and recycle waste
- to save forests, oceans, and other vital resources
- to encourage better business practices
- to promote fair treatment for workers
- to ensure humane treatment of animals

What difference can one person make?

In your average lifetime, you eat 30 tons of food and throw away 600 times your weight in garbage. The behavior of just one person has a big impact on our planet. By changing even one small area of your buying habits - body care, office cleaning supplies, children's clothing, food, etc. - to more responsible consumption, you can help to encourage producers in the direction of healthier, more sustainable, responsible behavior.

What does buying "green" have to do with my health?

You may have heard recent medical reports that rates of allergies, asthma, chemical sensitivities, and cancer are on the rise. In fact, a new report this year states that one in every two persons in the United States will develop some form of cancer in his or her lifetime. Only 10 years ago, this rate was one in five.

The reasons for these increases are complex and hard to isolate, but many look to irritants, toxins, and pollutants increasing around us as a possible cause. Chlorine bleach, for example, is one of the most deadly chemicals known to man, and yet it contacts our most sensitive body parts daily as we use tissues, toilet paper, napkins, laundry detergents, and other products.

www.ftc.gov/bcp/grnrule/
guides180427.htm#260.6

Biocides (pesticides, herbicides, and fungicides) too are increasing around us. These compounds are chemically engineered to kill living things, often oil based, and designed not to wash off or degrade. According to The Soil Association, widely-used organo-phosphate pesticides "kill 220,000 people globally each year, cause 26 million cases of poisoning and are increasingly linked to diseases like cancer and hormone disruption." These residues remain in our food, cut flowers, cotton clothing and linens, and more. (You can learn more about cotton, the crop treated with more biocides than any other in the U.S. at the GreenMarketplace.com Organic Cotton Exhibit)

GreenMarketplace.com offers toxin-free, biocide-free (organic) alternatives to the products you use daily - for your health and that of your children.

I buy things with "natural" ingredients -- Isn't that enough?

You probably assume that products labeled "natural" are healthier or safer. Unfortunately, "natural" does not mean non-toxic. Because ingredients like chlorine, a toxic chemical, occur in nature, they are therefore misleadingly called "natural" on product labels. Additionally, labels commonly promise "natural" ingredients, but may actually include less than 1% natural substances in the fine print.

GreenMarketplace.com offers non-toxic and truly natural options for such products and gives full disclosure of all ingredient information in each description. We even go a step further, providing articles and information on ingredients so you can make well-informed decisions.

Does buying recycled really make a difference?

In most developed nations, including the U.S., the average household generates more than one ton of waste per year. That mountain of one family's waste includes, on average, four trees worth of paper, 270 bottles and jars, 450 metal cans and 50 kilograms of plastic (which may not seem like a lot but plastic does not weigh much, so it is a large amount). The average person throws out one beverage container a day - that's 365 a year!

Instead of being recycled, much of this waste is layered upon day-after-day in landfills for the next generations to inherit. Meanwhile, we use more energy and resources to produce more virgin materials for consumption and disposal.

Buying recycled diverts waste from the landfill into useful purposes and saves resources and energy. Seventh Generation's toilet paper is made from materials that would otherwise end up in a landfill. If every household in the U.S. replaced just one roll of virgin fiber toilet paper with 100% recycled tissue, we could save:

- 297,000 trees
- 1.2 million cubic feet of landfill space (=1,400 full garbage trucks)
- 122 million gallons of water (a year's supply for 3,500 families of four)

Not only that, but it takes 60 percent less energy to manufacture paper from recycled stock than from virgin materials. That energy savings can mean less use of oil and gas (therefore less air pollution), river dams (less interference with aquatic habitats), and other resources.

Why buy unbleached?

Bleaching paper with chlorine creates a serious carcinogen called dioxin. Chlorine-free processes use oxygen, hydrogen peroxide or other compounds that do not produce such

dangerous by-products.

Why are traditional products cheaper?

To keep consumer costs low, traditional manufacturers cut their costs, often in unscrupulous ways. Some may take advantage of public resources, legally and illegally dumping contaminants such as dioxin in our rivers and streams, thus avoiding proper containment and disposal costs. Many manufacturers benefit from U.S. policies and subsidies that practically give our public water and land resources away to large companies like Boise-Cascade, Georgia Pacific, and International Paper.

Other traditional manufacturers use third-world labor, paying a few cents an hour for back-breaking work, without safety protections or child labor laws. Many also save money by testing products on animals, rather than on harder-to-get willing human subjects.

GreenMarketplace.com pledges only to deal with manufacturers who treat their workers and the environment with respect. To be included, we expect our manufacturers to pay workers a living wage and provide humane working conditions, not pollute, and not test on or harm animals in any way.

Why bother?

If we are to survive and thrive on this small planet with limited water, land, and clean air resources, and a population set to double by 2100, we must be wise. We must think about what we produce and how we produce it, and if it will come back to haunt us.

For example, if we cut down pristine forests for wood pulp, where will we go to discover plants that may hold the key to curing diseases? More than 40% of prescription drugs used today in the U.S. are from natural organisms. Forests contain more than half of all species on our planet (many yet to be named), and still we continue clear-cutting sections of forest the size of a football/rugby field every minute. After clear-cutting, the burnt or rotting underbrush releases atmospheric carbon-dioxide which contributes to critical climate disruption known as global warming. It is estimated that deforestation contributes one-third of all CO2 releases caused by people.

Professor Paul Ehrlich of Stanford University said, "Few problems are less recognized, but more important than, the accelerating disappearance of the earth's biological resources. In pushing other species to extinction, humanity is busy sawing off the limb on which it is perched."

GreenMarketplace.com offers a convenient shopping alternative, making it easy for you to make wise choices that sustain our natural world. Your small effort is like a pebble in a pond with rippling waves that touch many lives, now and in the future. Please use your pebble responsibly.

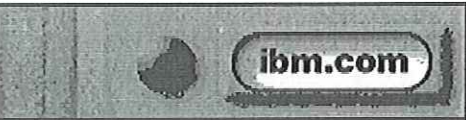
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Home	<h2 style="text-align: center;">Why should you buy NZ Possum Products</h2> <p>WWF-NZ urges consumers to buy eco-friendly possum products to help the New Zealand environment.</p>
Possum Skins Information	<p>The brushtail possum is an introduced species that was released in NZ in 1837 to establish a fur industry. The NZ possum is only distantly related to the american opossum.</p>
Possum Fibre	<p>With the fall in demand for fur and the value of the fur dropping to uneconomic levels the numbers of possums dramatically increased and they have now reached epidemic proportions with well over 70 million possums munching there way through 21300 tonnes of vegetation nightly, and they are decimating NZ's native bush and birdlife.</p>
WWF Letters of Endorsement	<p>The possum has no predators and NZ's bush is defenceless against them. They are a serious threat that has spread to 92% of NZ's three main islands and many native trees,plants & birdlife including the kiwi are under threat from extinction because their habitat is being destroyed by the possum.</p>
Possum Products Shops	<p>The only way that we can get the possum numbers down to manageable levels is by marketing possum products worldwide and getting people who care about the environment to purchase these products so that it becomes financially viable for hunters to trap the possum and reduce their numbers and help save NZ's environment.</p>
Possum Fur/Skin Supplies	<p>NZ Possum Fur is environmentally friendly to purchase because every possum killed means a little less native habitat is destroyed and the native bush and birds have a greater chance of survival.</p>
Fur and Fashion Links	<p>NZ possum fur is a very versatile fur and the skins are a well sized product capable of being shorn,sueded, napped, bleached, dyed or used in its natural colour and hair length.</p>
Uniquely NZ Gifts Mall	<p>There are a multitude of uses for environmentally friendly NZ possum products including gifts, souvenirs and all the usual fur products, possum leather and a possum fur/merino wool fibre for textile use.</p>
Email	<p>New uses are constantly being investigated, if you have any ideas or would like to know more about possum products, please contact us.</p>
<p><i>helps</i></p>	<p>There are a large number of quality possum products in the shops, and by purchasing them you can make a small contribution towards helping save NZ's native bush and birdlife.</p>
<p><i>save</i></p>	<p>NZ possum fur is luxurious, warm & soft,anti static and a luxury that</p>
<p><i>animals</i></p>	
<p><i>lives</i></p>	

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'Eco-commerce' sites urge Americans to go green

March 31, 2000
Web posted at: 8:21 a.m. EST (1321 GMT)

by Jennifer Couzin

From...
INDUSTRY STANDARD
AN IDG.net SITE

(IDG) -- On Paris runways, chic may be leather shirts and pleated skirts, but on the Internet, the avant-garde look this spring is green.

Four new environmental sites selling everything from recycled plastic furniture to eco-friendly Post-it notes are ready for launch around Earth Day, April 22. Although their business strategies and target audiences differ, Green Home, ShopEco.com, Verde and WholePeople.com all plan to capitalize on America's growing ecological awareness.

The four players are stepping into a sparsely populated arena. Dominated so far by vitamin and organic food retailers like MotherNature.com and WholeFoods.com (soon to be replaced by WholePeople), the online "eco" market has attracted little attention compared with other retail specialties. But some entrepreneurs are saying, and hoping, it'll catch fire.

"Imagine walking into Target or Wal-Mart, only every product on the shelf has been selected for environmentally friendly qualities," says Lawrence Comras, CEO of San Francisco-based Green Home. "Over half of Americans indicate in one way or another that they would prefer to buy nontoxic, less wasteful, recycled versions of what they're already buying."

Comras, working out of his garage with 15 employees (five full-time), previously was a software designer -- an environmentally conscious one, he says. After working with some Internet startups, he recognized eco products as an untapped market online. The GreenHome.com site, slated to launch this spring, plans to sell environmentally friendly products, like cleaning supplies, and clothing made of organic cotton or hemp. Comras says the site will cater to mainstream America, a broader market than that of hard-core "green" types.

Then there's ShopEco.com, founded by Mona Lisa Wallace, formerly an environmental attorney. Like Comras, she envisions her site as a green Wal-Mart. At launch, scheduled for April 22, ShopEco will offer household and office products, as well as clothes and food.

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Among the products she has tracked down are recycled computer disks and organic coffee. The company has signed contracts with more than 40 suppliers, including a company that makes electric cars and a one-woman soap business in Santa Cruz, Calif.

These two fledgling startups, along with Verde -- a site founded by Ted Turner's son-in-law Peek Garlington III that will provide broad eco content and environmentally friendly products -- are up against stiff competition from WholePeople.com. A spinoff of upscale market Whole Foods, WholePeople launches in March with \$35 million in backing from Oak Investment Partners, Invesco, Private Capital, North Capital Partners and Essex Woodland Health Centers. The site has the benefit of the Whole Foods brand name and its 108 brick-and-mortar stores; Whole Foods controls 78 percent of the new company, with venture capitalists owning the rest. WholePeople also has a 16 percent stake in RealGoods.com, which sells a range of eco products.

Those running the eco sites -- an earnest, dedicated group that hopes to "lighten the footprint of humanity on the planet," as ShopEco's Wallace puts it -- are convinced that the online eco space will have no trouble attracting consumers. But the VCs, for a change, are holding onto their money. While WholePeople found funding and Verde enjoys Turner's backing, Green Home and ShopEco garnered only about \$300,000 each, all in angel money. Both say they are in talks with VCs and expect to announce additional funding soon.

Online retailers, which for the most part believe the eco space is still in its infancy, generally welcome the competition. But while hastily acknowledging that eco-site executives have their hearts in the right place, some lose that warm-fuzzy tone when they size up the newcomers. At MotherNature.com, which sells organic foods and vitamins, Marketing VP Sharon Rice notes the business-to-consumer sector is stagnant, adding that she's surprised new sites are launching (though MotherNature is working to expand, adding more home products).

Tom Kay, who founded EcoMall.com in late 1994, is more blunt. "Johnny-come-latelies think that they can just throw stuff up there," he says. "This is a lifestyle type of commitment." Underlying Kay's fervor is a message: Don't even think of building an eco site if you're not 1,000 percent about saving the environment.

What that commitment entails is up for debate. One of the greatest challenges for any eco-commerce site lies in its definition of a "green product." Must a shirt be organic cotton, hemp or both? Can plastic products be sold, if they've been recycled? What value, if any, should be placed on the labor practices of a company the Net firm might buy from -- does it test on animals or use child labor? Finally, how should these factors be weighted to evaluate eco-friendliness?

"It's not a simple formula," says Arthur Weissman, president and CEO of Green Seal, a nonprofit organization in Washington that sets standards for

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environmentally friendly products. The new Web sites recognize that their success hinges, in part, on building consumer trust in their "greenness," or authenticity. In response, the two with the shallowest pockets -- Green Home and ShopEco -- are planning an elaborate approval system in which advisers screen products before they can be sold on the site. ShopEco rejects products with certain ingredients out of hand, while Green Home takes a more nuanced approach. ShopEco will not sell paint with fungicide, for example, while Green Home will sell it to residents in the South, where humidity causes paint-destroying fungus growth.

Green Home says it's erring on the side of inclusion. In addition to its expert panel, Green Home, like many sites, provides customers with detailed information about most products -- like the latest research on the product, what it is made of, how it was made and how it can be disposed of. WholePeople, meanwhile, has no formal screening process; it avoids certain ingredients and selects products that claim to be eco-friendly. WholePeople will, in the words of CEO John Mackey, "let our customers tell us what they want."

Consumer choice may be bedrock in other retail areas, but it can be problematic in the eco space. For one thing, the volume of product information may be overwhelming, especially to customers uneducated in environmental science. For another, it assumes that the consumer's choice is also the right choice for their environment. "To put all this ... information in front of [consumers] and expect them to understand it, I think that's disingenuous," says Weissman.

Balancing the need to run a successful business with the desire to lighten humanity's impact involves some compromise. Whether buyers in drought-stricken states should choose disposable diapers over cloth, because it hurts less to fill the landfills there than run the washing machine, is a dilemma no eco site is prepared to handle. The newly minted CEOs of fledgling eco Web sites are convinced, though, that business demands won't get in their way.

What may be more of a challenge is convincing people to opt for green in the first place. "People don't wake up in the morning and think, 'I want to buy an eco-friendly toaster,'" says John Savage, VP of e-commerce for GreenMountain.com, which sells sun- and wind-generated electricity.

Some taking on the challenge have a different tack: Convincing businesses to go green before worrying about individuals. Closing in on the b-to-c eco sites are those offering business-to-business solutions. Rona Fried launched SustainableBusiness.com over a year ago. She plans to add a b-to-b area that will sell green power, alongside a jobs database and content. Fried expects to see the number of eco b-to-b sites mushroom this year. Looks like there might not be empty eco space online much longer.

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The Indian Plastic Industry

PLASTICS AN ECOFRIENDLY MATERIAL

With a million tones of polymers manufacturing facilities coming up on the horizons of Surat; plastics have suddenly gain importance in the minds of suraties and obvious quarries are around in the mind of surat intellectuals whether this is happening for good or bad.

While the general trends are for encouraging plastics in every field and if I may say so, it has percolated and thoroughly entrenched in to our life without our knowledge or consent, legitimate concern by environmentalists is shown for the hazards it would entail and the ecological imbalance it would create. We have been organizing seminars to popularize plastics and in the press conferences preceding such seminars, questions invariably comes up. Whether in view of environmental and ecological hazards associated with plastics, is it proper for us to propagate use of plastics?

With all modesty, let me tell you that plastics are one of the most innocent materials environmentally, if used judiciously.

However, the assignment of contribution to environments by an object - live or inert - is best done by drawing a balance sheet of contribution - positive or negative - that an object gives to the nature while its birth, during its life and finally during and after its extinction. This life cycle assignment (LCA) is a 'cradle to grave' approach for evaluating a product through out its life - from manufacture to fabrication to utilization and finally to disposal.

Using this touchstone a balance sheet of the contribution of plastics to the environments can be drawn covering its manufacture, fabrication, application and finally its disposal.

Firstly form manufacture to processing, baring a few exceptions plastics are inert. They do not pollute the atmosphere and as such creates no hazards to environments. Secondly whatever small hazards to atmospheric pollution during manufacture of polymers are care of by polymer manufactures through technical advances in process technology. Thirdly in many areas plastics are contributing to a great extent in conserving natural resources and there by protecting the ecological balance of globe and finally, let us understand that we do not have option but to encourage plastics in view of dwindling natural resources, as discouraging plastics may accelerate ecological imbalance.

Let us examine this facts in little details :

Firstly let us take the basic manufacture of polymers. Here the hazard can be due to emission of gaseous materials during the process. We have identified only two polymers that comes under this category. One Polyvinyl Chloride popularly known as PVC and the other Acrilonitril - a monomer used in manufacture of Synthetic Fiber and some engineering plastics. To some extent styrene, the monomer used for polystyrene, ABS, SAN any synthetic Rubber also comes in this category.

PVC, a polymer of Vinyl Chloride can include organosarsoma above levels of 1000 PPM in atmosphere. AT 400 PPM level level also it can include hypnotic symptoms. However new technological developments have ensured control of emission of vc in process to a level less than 1 ppm rendering the process of manufacture safe to pollution hazards.

In case of Acrylonitril Vapours above 2 ppm can cause hazards to health and as such need monitoring. So is benzene (used in manufacture of styrene) hazardous beyond levels of 50 ppm. The chemical process industry has laid down Threshold Limits (TLV) for such hazardous chemical emitting during the process of manufacture and the emission levels are monitored and corrected continuously.

While this summarises pollution hazards during the manufacture of polymers as far as processing of plastics (Fabrication into end products) is concern. It is a clean process offering no hazards to pollution, it emits no hazardous gases or waste effluents whether liquids or solids. In fact considering this fact most governments consider plastics process industry as a clean industry and issue of pollution control Noc is reduced almost to a formality.

While this is the state of plastics raw materials and process industry where the source of worry on environmental hazards with plastics. Obviously enough the greatest hazards have been created out of the very innocence of plastics. Plastics being the most inert materials create ecobalance problems at the time of their disposal when dumped in soil. Being inert, it dose not disintegrate and melt into nature, but remains idle for changing the very composition of soil into which it is dumped.

Waste disposal in Europe - commonly known as MSW (Municipal Solid Waste) mostly goes for land filling. Plastics at present level of consumption in Europe forms as much as 7-9 percent by weight and 15-20 percent by volume of this waste and as this waste mostly consists of packaging films covers a very large area-as much as 30 percent of land filled. The waste remains inert in the soil providing not only a water barrier to the soil but also disturbs the bio-chemical nature of the soil, altering the characteristic of soil. The result is loss of Fertility, Disturbance of water table and even problems of caving in of soil.

It is this hazards that has alarmed the environmentalists and have forced most of the European and to a lesser extend U.S. and Japan governments to this restrict use of plastics.

While the concern is genuine let us examine the origin of this problem as well as its relevance to India.

A clear picture emerges from even a cursory look at consumption pattern and level of usage of plastics in Europe, U.S.A., Japan, the developed countries and India.

Western Europe's per capita consumption of plastics is 80 Kg., that of U.S.A. and Japan is about 70 Kgs. Consumption of packaging materials - materials termed as culprits by the ecologists - by Western Europe, Japan and U.S.A. are : 4.3 million tons per year by Western Europe; 7.7 lac tons by Japan and a million tons by U.S.A. The reasons for acute alarm in Europe is obvious from this statistics.

Against this, per capita consumption of plastics in India is 2.2 Kgs. India currently uses about 1.45 lacs tons of plastics in packaging. With this level of consumption it may not be justifiable for India to worry on this account for years to come. As even with generous projections, India would not consume more than 4 Kgs. Per capita of plastics by the turn of this century.

However a conscious citizen should worry about the environmental aspects even if it is a warning for the future - perhaps distance future. This can obviously be effectively, done maximizing recycling of plastics so as to minimise plastics waste disposal as Msw.

Government of India under the Ministry of Environment and forest has formed 'National plastics waste management Task Force' to formulate a strategy and prepare an action program for management of plastic waste as also to prepare guidelines for packaging using recycled plastic materials. As per data available from survey by this task force India

presently consumers 1.8 MTS of plastics and generates 500,000 MTS. of recyclable waste including disposal packing materials. About 60 % of this is collected by rag pickers and 10 % recycled by the converting industry. Leaving 30 % (about 1,50,000 MTS.) waste going as Municipal solid waste constituting 1 - 4 percent level by weight in MSW. The unreclaimed waste disposed in European Countries varies from 1.7 % to 10.3 %. As the level of use of plastics in India is very low, the 30 % waste disposed as MSW dose not constitute an alarming level but with increase in use of plastics at the rate of almost 15 percent per annum the level can reach alarming height sufficient to cause ecological problems in the soil structure. A case for example is irresponsible disposal of plastics articles and wrapping films in Himalayas - a ecologically sensitive area.

Steps to evolve a scientific system to increase recycling of plastics as well as to improve the qualitative standards of recycled in materials will not only reduce the waste level MSW but also augment the plastics raw material supply to the industry.

The task force is already working in this direction. It also includes a program to educate citizens to collect plastics waste separately and dispose waste only to a waste collection center through their pickers and not to throw away as Municipal solid waste.

Applying the cradle to grave approach to the balance sheet of contribution of plastics to Environmental protection Vs damage it can inflict on environments, we have also to examine the facts whether we can do away with plastics or more positively said can we do without plastics.

While exhaustive analysis of various sectors can possibly be done to access this question, in view of limitations of space we may only examine a few sectors where plastics have entrenched and is providing inevitable resources and thereby help conserving ecological balance of the earth.

Let us take the example of PVC, one of the building block of Plastic Industry. It is one of the highest consumed Plastic used mainly for transportation of water, in building industry, in doors, window and paneling as replacement of wood and in a number of household appliances as also in footwear and flooring materials.

Of the total PVC consumed in this country, 38 percent goes in building and construction industry and 16 percent in water transportation. PVC is presently replacing 4 million Cu.Ft. of wood in construction industry alone. This will almost double replacing 8 million Cu.Ft. of wood by turn of this century.

India consumes 120 million Cu.Ft. of wood per year against a supply of 56 million Cu.Ft. from indigenous resources - rest being imported. The gap is constantly widening and with world's wood resources dwindling, there will not be enough wood to take care of our requirements. We have only two alternatives - encourage PVC or consume forests with grave consequences to environments.

There is yet another aspect in encouraging use of PVC. PVC consumes 30 percent of Chlorine produced in the world thereby providing a harmless outlet for one of the most hazardous gas produced by the Chemical process industry as a by product.

Yet another example. By the turn of this century India will require 1740 million bags to pack cement, 2300 million bags to pack foodgrains, and another 1000 million bags to pack fertilizers, sugar and heavy chemicals totaling over 5000 million bags. Govt. of India in their jute control order has made it mandatory to use jute bags as a packing materiel for several sectors. However the most optimistic picture of the jute industry projects availability of jute only sufficient to produce 1900 million bags, hardly 32 percent of the total requirements. The alternate lies only with plastics. To fill up the gap we shall have to produce 35,0000 Mts of plastics woven bags by the year 2000. For more distant future we see no scope of increase in jute production and the growth of sector requiring packing

material will only increase this gap requiring more plastics to fill the same.

Yet another example - Consider paper industry. While plastic have mostly replaced paper as a packing material., there are areas where paper is still used in large quantity particularly writeable paper. India consumed 23 Lakh tones of paper in 1991. This will cross 40 Lakhs tones mark by the turn of the century. Paper consumes wood pulp as well as pulp produced from some of the agricultured produce. It is estimated that agriculture produce will not generate more than 2.2 million tonnes of pulp the gap will have to be filled by either wood pulp or through synthetic paper based on plastics.

Examples are numerous. An exhaustive list can be prepared to demonstrate unavailability of plastics as a replacement of environment friendly resources. The alternative of plastics can be more detrimental to economy and may cause more harm to environments.

Conclusion :-

While the overall balance sheet for plastics with cradle to grave approach with respect to ecological aspects is positively favouring plastics. It is a fact that disposal of plastics to MSW or to grave in any form can beyond a certain level cause grave hazards to the ecological balance of the soil. The answer lies in the devising methods to handle MSW so as to segregate out plastics and root them back to recycling. It will also be necessary to educate mass to sagriga6te out plastics from their domestic waste. With proper handling waste and device systems to route it to recycle not only the hazards of plastics in MSW wil6l reduce but the nation will get back through recycle more useful plastics raw materials much needed by every sector of industry.

It should be understood well that plastics is destined to play a vital role in conversion of natural resources as an energy saver and as a material to be looked upon as most environmental friendly solution to our ever increasing needs of the Society.

[\[Indian Plastic Machinery Industry\]](#) [\[Ecofriendly Material\]](#) [\[Recycling from Waste to Wealth\]](#)

[\[Global Trend in Plastics\]](#) [\[Polythylene Pipe Industry\]](#) [\[Opportunities For New Opportunity in Thermosetting Plastic Industries\]](#) [\[Extruded Plastic Products\]](#)
[\[The Indian Plastic Industry\]](#)

[\[Agricultural Sector\]](#) [\[Engineering Industries\]](#) [\[Industrial Scenario\]](#) [\[Gem & Jewellery\]](#)
[\[Petrochemical & Polymer\]](#) [\[Plastic Industry\]](#) [\[Small Scale Industries\]](#) [\[Synthetic Sector\]](#)

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Statement of purpose

These guides represent administrative interpretations of laws administered by the Federal Trade Commission for the guidance of the public in conducting its affairs in conformity with legal requirements. These guides specifically address the application of Section 5 of the FTC Act to environmental advertising and marketing practices. They provide the basis for voluntary compliance with such laws by members of industry. Conduct inconsistent with the positions articulated in these guides may result in corrective action by the Commission under Section 5 if, after investigation, the Commission has reason to believe that the behavior falls within the scope of conduct declared unlawful by the statute.

- (b) Distinction between benefits of product, package and service: An environmental marketing claim should be presented in a way that makes clear whether the environmental attribute or benefit being asserted refers to the product, the product's packaging, a service or to a portion or component of the product, package or service. In general, if the environmental attribute or benefit applies to all but minor, incidental components of a product or package, the claim need not be qualified to identify that fact. There may be exceptions to this general principle. For example, if an unqualified "recyclable" claim is made and the presence of the incidental component significantly limits the ability to recycle the product, then the claim would be deceptive.

Example 1:

A box of aluminum foil is labeled with the claim "recyclable," without further elaboration. Unless the type of product, surrounding language, or other context of the phrase establishes whether the claim refers to the foil or the box, the claim is deceptive if any part of either the box or the foil, other than minor, incidental components, cannot be recycled.

Example 2:

A soft drink bottle is labeled "recycled." The bottle is made entirely from recycled materials, but the bottle cap is not. Because reasonable consumers are likely to consider the bottle cap to be a minor, incidental component of the package, the claim is not deceptive. Similarly, it would not be deceptive to label a shopping bag "recycled" where the bag is made entirely of recycled material but the easily detachable handle, an incidental component, is not.

- (c) Overstatement of environmental attribute: An environmental marketing claim should not be presented in a manner that overstates the environmental attribute or benefit, expressly or by implication. Marketers should avoid implications of significant environmental benefits if the benefit is in fact negligible.

Example 1:

A package is labeled, "50% more recycled content than before." The manufacturer increased the recycled content of its package from 2 percent recycled material to 3 percent recycled material. Although the claim is technically true, it is likely to convey the false impression that the advertiser has increased significantly the use of recycled material.

Example 2:

A trash bag is labeled "recyclable" without qualification. Because trash bags will ordinarily not be separated out from other trash at the landfill or incinerator for recycling, they are highly unlikely to be used again for any purpose. Even if the bag is technically capable of being recycled, the claim is deceptive since it asserts an environmental benefit where no significant or meaningful benefit exists.

Example 3:

A paper grocery sack is labeled "reusable." The sack can be brought back to the store and reused for carrying groceries but will fall apart after two or three reuses, on average. Because reasonable consumers are unlikely to assume that a paper grocery sack is durable, the unqualified claim does not overstate the environmental benefit conveyed to consumers. The claim is not deceptive and does not need to be qualified to indicate the limited reuse of the sack.

Example 4:

A package of paper coffee filters is labeled "These filters were made with a chlorine-free bleaching process." The filters are bleached with a process that releases into the environment a reduced, but still significant, amount of the same harmful byproducts associated with chlorine bleaching. The claim is likely to overstate the product's benefits because it is likely to be interpreted by consumers to mean that the product's manufacture does not cause any of the environmental risks posed by chlorine bleaching. A claim, however, that the filters were "bleached with a process that

substantially reduces, but does not eliminate, harmful substances associated with chlorine bleaching" would not, if substantiated, overstate the product's benefits and is unlikely to be deceptive.

(d) Comparative claims: Environmental marketing claims that include a comparative statement should be presented in a manner that makes the basis for the comparison sufficiently clear to avoid consumer deception. In addition, the advertiser should be able to substantiate the comparison.

Example 1:

An advertiser notes that its shampoo bottle contains "20% more recycled content." The claim in its context is ambiguous. Depending on contextual factors, it could be a comparison either to the advertiser's immediately preceding product or to a competitor's product. The advertiser should clarify the claim to make the basis for comparison clear, for example, by saying "20% more recycled content than our previous package." Otherwise, the advertiser should be prepared to substantiate whatever comparison is conveyed to reasonable consumers.

Example 2:

An advertiser claims that "our plastic diaper liner has the most recycled content." The advertised diaper does have more recycled content, calculated as a percentage of weight, than any other on the market, although it is still well under 100% recycled. Provided the recycled content and the comparative difference between the product and those of competitors are significant and provided the specific comparison can be substantiated, the claim is not deceptive.

Example 3:

An ad claims that the advertiser's packaging creates "less waste than the leading national brand." The advertiser's source reduction was implemented sometime ago and is supported by a calculation comparing the relative solid waste contributions of the two packages. The advertiser should be able to substantiate that the comparison remains accurate.

§ 260.7 Environmental marketing claims

Guidance about the use of environmental marketing claims is set forth below. Each guide is followed by several examples that illustrate, but do not provide an exhaustive list of, claims that do and do not comport with the guides. In each case, the general principles set forth in § 260.6 should also be followed.(2)

(a) General environmental benefit claims: It is deceptive to misrepresent, directly or by implication, that a product, package or service offers a general environmental benefit. Unqualified general claims of environmental benefit are difficult to interpret, and depending on their context, may convey a wide range of meanings to consumers. In many cases, such claims may convey that the product, package or service has specific and far-reaching environmental benefits. As explained in the Commission's Advertising Substantiation Statement, every express and material implied claim that the general assertion conveys to reasonable consumers about an objective quality, feature or attribute of a product or service must be substantiated. Unless this substantiation duty can be met, broad environmental claims should either be avoided or qualified, as necessary, to prevent deception about the specific nature of the environmental benefit being asserted.

Example 1:

A brand name like "Eco-Safe" would be deceptive if, in the context of the product so named, it leads consumers to believe that the product has environmental benefits which cannot be substantiated by the manufacturer. The claim would not be deceptive if "Eco-Safe" were followed by clear and prominent qualifying language limiting the safety representation to a particular product attribute for which it could be substantiated, and provided that no other deceptive implications were created by the context.

Example 2:

A product wrapper is printed with the claim "Environmentally Friendly." Textual comments on the wrapper explain that the wrapper is "Environmentally Friendly" because it was not chlorine bleached, a process that has been shown to create harmful substances." The wrapper was, in fact, not bleached with chlorine. However, the production of the wrapper now creates and releases to the environment significant quantities of other harmful substances. Since consumers are likely to interpret the "Environmentally Friendly" claim, in combination with the textual explanation, to mean that no significant harmful substances are currently released to the environment, the "Environmentally Friendly" claim would be deceptive.

Example 3:

A pump spray product is labeled "environmentally safe." Most of the product's active

ingredients consist of volatile organic compounds (VOCs) that may cause smog by contributing to ground-level ozone formation. The claim is deceptive because, absent further qualification, it is likely to convey to consumers that use of the product will not result in air pollution or other harm to the environment.

Example 4:

A lawn care pesticide is advertised as "essentially non-toxic" and "practically non-toxic." Consumers would likely interpret these claims in the context of such a product as applying not only to human health effects but also to the product's environmental effects. Since the claims would likely convey to consumers that the product does not pose any risk to humans or the environment, if the pesticide in fact poses a significant risk to humans or environment, the claims would be deceptive.

Example 5:

A product label contains an environmental seal, either in the form of a globe icon, or a globe icon with only the text "Earth Smart" around it. Either label is likely to convey to consumers that the product is environmentally superior to other products. If the manufacturer cannot substantiate this broad claim, the claim would be deceptive. The claims would not be deceptive if they were accompanied by clear and prominent qualifying language limiting the environmental superiority representation to the particular product attribute or attributes for which they could be substantiated, provided that no other deceptive implications were created by the context.

Example 6:

A product is advertised as "environmentally preferable." This claim is likely to convey to consumers that this product is environmentally superior to other products. If the manufacturer cannot substantiate this broad claim, the claim would be deceptive. The claim would not be deceptive if it were accompanied by clear and prominent qualifying language limiting the environmental superiority representation to the particular product attribute or attributes for which it could be substantiated, provided that no other deceptive implications were created by the context.

(b) Degradable/biodegradable/photodegradable: It is deceptive to misrepresent, directly or by implication, that a product or package is degradable, biodegradable or photodegradable. An unqualified claim that a product or package is degradable, biodegradable or photodegradable should be substantiated by competent and reliable scientific evidence that the entire product or package will completely break down and return to nature, i.e., decompose into elements found in nature within a reasonably short period of time after customary disposal.

Claims of degradability, biodegradability or photodegradability should be qualified to the extent necessary to avoid consumer deception about: (1) the product or package's ability to degrade in the environment where it is customarily disposed; and (2) the rate and extent of degradation.

Example 1:

A trash bag is marketed as "degradable," with no qualification or other disclosure. The marketer relies on soil burial tests to show that the product will decompose in the presence of water and oxygen. The trash bags are customarily disposed of in incineration facilities or at sanitary landfills that are managed in a way that inhibits degradation by minimizing moisture and oxygen. Degradation will be irrelevant for those trash bags that are incinerated and, for those disposed of in landfills, the marketer does not possess adequate substantiation that the bags will degrade in a reasonably short period of time in a landfill. The claim is therefore deceptive.

Example 2:

A commercial agricultural plastic mulch film is advertised as "Photodegradable" and qualified with the phrase, "Will break down into small pieces if left uncovered in sunlight." The claim is supported by competent and reliable scientific evidence that the product will break down in a reasonably short period of time after being exposed to sunlight and into sufficiently small pieces to become part of the soil. The qualified claim is not deceptive. Because the claim is qualified to indicate the limited extent of breakdown, the advertiser need not meet the elements for an unqualified photodegradable claim, i.e., that the product will not only break down, but also will decompose into elements found in nature.

Example 3:

A soap or shampoo product is advertised as "biodegradable," with no qualification or other disclosure. The manufacturer has competent and reliable scientific evidence demonstrating that the product, which is customarily disposed of in sewage systems, will break down and decompose into elements found in nature in a short period of time. The claim is not deceptive.

Example 4:

A plastic six-pack ring carrier is marked with a small diamond. Many state laws require that plastic six-pack ring carriers degrade if littered, and several state laws also require that the carriers be marked with a small diamond symbol to indicate that they meet performance standards for degradability. The use of the diamond, by itself, does not

constitute a claim of degradability.(3)

(c) Compostable: It is deceptive to misrepresent, directly or by implication, that a product or package is compostable. A claim that a product or package is compostable should be substantiated by competent and reliable scientific evidence that all the materials in the product or package will break down into, or otherwise become part of, usable compost (e.g., soil-conditioning material, mulch) in a safe and timely manner in an appropriate composting program or facility, or in a home compost pile or device. Claims of compostability should be qualified to the extent necessary to avoid consumer deception. An unqualified claim may be deceptive if: (1) the package cannot be safely composted in a home compost pile or device; or (2) the claim misleads consumers about the environmental benefit provided when the product is disposed of in a landfill. A claim that a product is compostable in a municipal or institutional composting facility may need to be qualified to the extent necessary to avoid deception about the limited availability of such composting facilities.

Example 1:

A manufacturer indicates that its unbleached coffee filter is compostable. The unqualified claim is not deceptive provided the manufacturer can substantiate that the filter can be converted safely to usable compost in a timely manner in a home compost pile or device. If this is the case, it is not relevant that no local municipal or institutional composting facilities exist.

Example 2:

A lawn and leaf bag is labeled as "Compostable in California Municipal Yard Trimmings Composting Facilities." The bag contains toxic ingredients that are released into the compost material as the bag breaks down. The claim is deceptive if the presence of these toxic ingredients prevents the compost from being usable.

Example 3:

A manufacturer makes an unqualified claim that its package is compostable. Although municipal or institutional composting facilities exist where the product is sold, the package will not break down into usable compost in a home compost pile or device. To avoid deception, the manufacturer should disclose that the package is not suitable for home composting.

Example 4:

A nationally marketed lawn and leaf bag is labeled "compostable." Also printed on the bag is a disclosure that the bag is not designed for use in home compost piles. The bags are in fact composted in yard trimmings composting programs in many communities around the country, but such programs are not available to a substantial majority of consumers or communities where the bag is sold. The claim is deceptive because reasonable consumers living in areas not served by yard trimmings programs may understand the reference to mean that composting facilities accepting the bags are available in their area. To avoid deception, the claim should be qualified to indicate the limited availability of such programs, for example, by stating, "Appropriate facilities may not exist in your area." Other examples of adequate qualification of the claim include providing the approximate percentage of communities or the population for which such programs are available.

Example 5:

A manufacturer sells a disposable diaper that bears the legend, "This diaper can be composted where solid waste composting facilities exist. There are currently [X number of] solid waste composting facilities across the country." The claim is not deceptive, assuming that composting facilities are available as claimed and the manufacturer can substantiate that the diaper can be converted safely to usable compost in solid waste composting facilities.

Example 6:

A manufacturer markets yard trimmings bags only to consumers residing in particular geographic areas served by county yard trimmings composting programs. The bags meet specifications for these programs and are labeled, "Compostable Yard Trimmings Bag for County Composting Programs." The claim is not deceptive. Because the bags are compostable where they are sold, no qualification is required to indicate the limited availability of composting facilities.

(d) Recyclable: It is deceptive to misrepresent, directly or by implication, that a product or package is recyclable. A product or package should not be marketed as recyclable unless it can be collected, separated or otherwise recovered from the solid waste stream for reuse, or in the manufacture or assembly of another package or product, through an established recycling program. Unqualified claims of recyclability for a product or package may be made if the entire product or package, excluding minor incidental components, is recyclable. For products or packages that are made of

both recyclable and non-recyclable components, the recyclable claim should be adequately qualified to avoid consumer deception about which portions or components of the product or package are recyclable. Claims of recyclability should be qualified to the extent necessary to avoid consumer deception about any limited availability of recycling programs and collection sites. If an incidental component significantly limits the ability to recycle a product or package, a claim of recyclability would be deceptive. A product or package that is made from recyclable material, but, because of its shape, size or some other attribute, is not accepted in recycling programs for such material, should not be marketed as recyclable.(4)

Example 1:

A packaged product is labeled with an unqualified claim, "recyclable." It is unclear from the type of product and other context whether the claim refers to the product or its package. The unqualified claim is likely to convey to reasonable consumers that all of both the product and its packaging that remain after normal use of the product, except for minor, incidental components, can be recycled. Unless each such message can be substantiated, the claim should be qualified to indicate what portions are recyclable.

Example 2:

A nationally marketed 8 oz. plastic cottage-cheese container displays the Society of the Plastics Industry (SPI) code (which consists of a design of arrows in a triangular shape containing a number and abbreviation identifying the component plastic resin) on the front label of the container, in close proximity to the product name and logo. The manufacturer's conspicuous use of the SPI code in this manner constitutes a recyclability claim. Unless recycling facilities for this container are available to a substantial majority of consumers or communities, the claim should be qualified to disclose the limited availability of recycling programs for the container. If the SPI code, without more, had been placed in an inconspicuous location on the container (e.g., embedded in the bottom of the container) it would not constitute a claim of recyclability.

Example 3:

A container can be burned in incinerator facilities to produce heat and power. It cannot, however, be recycled into another product or package. Any claim that the container is recyclable would be deceptive.

Example 4:

A nationally marketed bottle bears the unqualified statement that it is "recyclable." Collection sites for recycling the material in question are not available to a substantial majority of consumers or communities, although collection sites are established in a significant percentage of communities or available to a significant percentage of the population. The unqualified claim is deceptive because, unless evidence shows otherwise, reasonable consumers living in communities not served by programs may conclude that recycling programs for the material are available in their area. To avoid deception, the claim should be qualified to indicate the limited availability of programs, for example, by stating "This bottle may not be recyclable in your area," or "Recycling programs for this bottle may not exist in your area." Other examples of adequate qualifications of the claim include providing the approximate percentage of communities or the population to whom programs are available.

Example 5:

A paperboard package is marketed nationally and labeled, "Recyclable where facilities exist." Recycling programs for this package are available in a significant percentage of communities or to a significant percentage of the population, but are not available to a substantial majority of consumers. The claim is deceptive because, unless evidence shows otherwise, reasonable consumers living in communities not served by programs that recycle paperboard packaging may understand this phrase to mean that such programs are available in their area. To avoid deception, the claim should be further qualified to indicate the limited availability of programs, for example, by using any of the approaches set forth in Example 4 above.

Example 6:

A foam polystyrene cup is marketed as follows: "Recyclable in the few communities with facilities for foam polystyrene cups." Collection sites for recycling the cup have been established in a half-dozen major metropolitan areas. This disclosure illustrates one approach to qualifying a claim adequately to prevent deception about the limited availability of recycling programs where collection facilities are not established in a significant percentage of communities or available to a significant percentage of the population. Other examples of adequate qualification of the claim include providing the number of communities with programs, or the percentage of communities or the population to which programs are available.

Example 7:

A label claims that the package "includes some recyclable material." The package is composed of four layers of different materials, bonded together. One of the layers is

made from the recyclable material, but the others are not. While programs for recycling this type of material are available to a substantial majority of consumers, only a few of those programs have the capability to separate the recyclable layer from the non-recyclable layers. Even though it is technologically possible to separate the layers, the claim is not adequately qualified to avoid consumer deception. An appropriately qualified claim would be, "includes material recyclable in the few communities that collect multi-layer products." Other examples of adequate qualification of the claim include providing the number of communities with programs, or the percentage of communities or the population to which programs are available.

Example 8:

A product is marketed as having a "recyclable" container. The product is distributed and advertised only in Missouri. Collection sites for recycling the container are available to a substantial majority of Missouri residents, but are not yet available nationally. Because programs are generally available where the product is marketed, the unqualified claim does not deceive consumers about the limited availability of recycling programs.

Example 9:

A manufacturer of one-time use photographic cameras, with dealers in a substantial majority of communities, collects those cameras through all of its dealers. After the exposed film is removed for processing, the manufacturer reconditions the cameras for resale and labels them as follows: "Recyclable through our dealership network." This claim is not deceptive, even though the cameras are not recyclable through conventional curbside or drop off recycling programs.

Example 10:

A manufacturer of toner cartridges for laser printers has established a recycling program to recover its cartridges exclusively through its nationwide dealership network. The company advertises its cartridges nationally as "Recyclable. Contact your local dealer for details." The company's dealers participating in the recovery program are located in a significant number -- but not a substantial majority -- of communities. The "recyclable" claim is deceptive unless it contains one of the qualifiers set forth in Example 4. If participating dealers are located in only a few communities, the claim should be qualified as indicated in Example 6.

Example 11:

An aluminum beverage can bears the statement "Please Recycle." This statement is likely to convey to consumers that the package is recyclable. Because collection sites for recycling aluminum beverage cans are available to a substantial majority of consumers or communities, the claim does not need to be qualified to indicate the limited availability of recycling programs.

(e) Recycled content: A recycled content claim may be made only for materials that have been recovered or otherwise diverted from the solid waste stream, either during the manufacturing process (pre-consumer), or after consumer use (post-consumer). To the extent the source of recycled content includes pre-consumer material, the manufacturer or advertiser must have substantiation for concluding that the pre-consumer material would otherwise have entered the solid waste stream. In asserting a recycled content claim, distinctions may be made between pre-consumer and post-consumer materials. Where such distinctions are asserted, any express or implied claim about the specific pre-consumer or post-consumer content of a product or package must be substantiated.

It is deceptive to misrepresent, directly or by implication, that a product or package is made of recycled material, which includes recycled raw material, as well as used,⁽⁵⁾ reconditioned and remanufactured components. Unqualified claims of recycled content may be made if the entire product or package, excluding minor, incidental components, is made from recycled material. For products or packages that are only partially made of recycled material, a recycled claim should be adequately qualified to avoid consumer deception about the amount, by weight, of recycled content in the finished product or package. Additionally, for products that contain used, reconditioned or remanufactured components, a recycled claim should be adequately qualified to avoid consumer deception about the nature of such components. No such qualification would be necessary in cases where it would be clear to consumers from the context that a product's recycled content consists of used, reconditioned or remanufactured components.

Example 1:

A manufacturer routinely collects spilled raw material and scraps left over from the original manufacturing process. After a minimal amount of reprocessing, the manufacturer combines the spills and scraps with virgin material for use in further production of the same product. A claim that the product contains recycled material is deceptive since the spills and scraps to which the claim refers are normally reused by

industry within the original manufacturing process, and would not normally have entered the waste stream.

Example 2:

A manufacturer purchases material from a firm that collects discarded material from other manufacturers and resells it. All of the material was diverted from the solid waste stream and is not normally reused by industry within the original manufacturing process. The manufacturer includes the weight of this material in its calculations of the recycled content of its products. A claim of recycled content based on this calculation is not deceptive because, absent the purchase and reuse of this material, it would have entered the waste stream.

Example 3:

A greeting card is composed 30% by fiber weight of paper collected from consumers after use of a paper product, and 20% by fiber weight of paper that was generated after completion of the paper-making process, diverted from the solid waste stream, and otherwise would not normally have been reused in the original manufacturing process. The marketer of the card may claim either that the product "contains 50% recycled fiber," or may identify the specific pre-consumer and/or post-consumer content by stating, for example, that the product "contains 50% total recycled fiber, including 30% post-consumer."

Example 4:

A paperboard package with 20% recycled fiber by weight is labeled as containing "20% recycled fiber." Some of the recycled content was composed of material collected from consumers after use of the original product. The rest was composed of overrun newspaper stock never sold to customers. The claim is not deceptive.

Example 5:

A product in a multi-component package, such as a paperboard box in a shrink-wrapped plastic cover, indicates that it has recycled packaging. The paperboard box is made entirely of recycled material, but the plastic cover is not. The claim is deceptive since, without qualification, it suggests that both components are recycled. A claim limited to the paperboard box would not be deceptive.

Example 6:

A package is made from layers of foil, plastic, and paper laminated together, although the layers are indistinguishable to consumers. The label claims that "one of the three layers of this package is made of recycled plastic." The plastic layer is made entirely of recycled plastic. The claim is not deceptive provided the recycled plastic layer constitutes a significant component of the entire package.

Example 7:

A paper product is labeled as containing "100% recycled fiber." The claim is not deceptive if the advertiser can substantiate the conclusion that 100% by weight of the fiber in the finished product is recycled.

Example 8:

A frozen dinner is marketed in a package composed of a cardboard box over a plastic tray. The package bears the legend, "package made from 30% recycled material." Each packaging component amounts to one-half the weight of the total package. The box is 20% recycled content by weight, while the plastic tray is 40% recycled content by weight. The claim is not deceptive, since the average amount of recycled material is 30%.

Example 9:

A paper greeting card is labeled as containing 50% recycled fiber. The seller purchases paper stock from several sources and the amount of recycled fiber in the stock provided by each source varies. Because the 50% figure is based on the annual weighted average of recycled material purchased from the sources after accounting for fiber loss during the production process, the claim is permissible.

Example 10:

A packaged food product is labeled with a three-chasing-arrows symbol without any further explanatory text as to its meaning. By itself, the symbol is likely to convey that the packaging is both "recyclable" and is made entirely from recycled material. Unless both messages can be substantiated, the claim should be qualified as to whether it refers to the package's recyclability and/or its recycled content. If a "recyclable claim" is being made, the label may need to disclose the limited availability of recycling programs for the package. If a recycled content claim is being made and the packaging is not made entirely from recycled material, the label should disclose the percentage of recycled content.

Example 11:

A laser printer toner cartridge containing 25% recycled raw materials and 40% reconditioned parts is labeled "65% recycled content; 40% from reconditioned parts." This claim is not deceptive.

Example 12:

A store sells both new and used sporting goods. One of the items for sale in the store is a baseball helmet that, although used, is no different in appearance than a brand new item. The helmet bears an unqualified "Recycled" label. This claim is deceptive because, unless evidence shows otherwise, consumers could reasonably believe that the helmet is made of recycled raw materials, when it is in fact a used item. An acceptable claim would bear a disclosure clearly stating that the helmet is used.

Example 13:

A manufacturer of home electronics labels its video cassette recorders ("VCRs") as "40% recycled." In fact, each VCR contains 40% reconditioned parts. This claim is deceptive because consumers are unlikely to know that the VCR's recycled content consists of reconditioned parts.

Example 14:

A dealer of used automotive parts recovers a serviceable engine from a vehicle that has been totaled. Without repairing, rebuilding, remanufacturing, or in any way altering the engine or its components, the dealer attaches a "Recycled" label to the engine, and offers it for resale in its used auto parts store. In this situation, an unqualified recycled content claim is not likely to be deceptive because consumers are likely to understand that the engine is used and has not undergone any rebuilding.

Example 15:

An automobile parts dealer purchases a transmission that has been recovered from a junked vehicle. Eighty-five percent by weight of the transmission was rebuilt and 15% constitutes new materials. After rebuilding(6) the transmission in accordance with industry practices, the dealer packages it for resale in a box labeled "Rebuilt Transmission," or "Rebuilt Transmission (85% recycled content from rebuilt parts)," or "Recycled Transmission (85% recycled content from rebuilt parts)." These claims are not likely to be deceptive.

(f) Source reduction: It is deceptive to misrepresent, directly or by implication, that a product or package has been reduced or is lower in weight, volume or toxicity. Source reduction claims should be qualified to the extent necessary to avoid consumer deception about the amount of the source reduction and about the basis for any comparison asserted.

Example 1:

An ad claims that solid waste created by disposal of the advertiser's packaging is "now 10% less than our previous package." The claim is not deceptive if the advertiser has substantiation that shows that disposal of the current package contributes 10% less waste by weight or volume to the solid waste stream when compared with the immediately preceding version of the package.

Example 2:

An advertiser notes that disposal of its product generates "10% less waste." The claim is ambiguous. Depending on contextual factors, it could be a comparison either to the immediately preceding product or to a competitor's product. The "10% less waste" reference is deceptive unless the seller clarifies which comparison is intended and substantiates that comparison, or substantiates both possible interpretations of the claim.

(g) Refillable: It is deceptive to misrepresent, directly or by implication, that a package is refillable. An unqualified refillable claim should not be asserted unless a system is provided for: (1) the collection and return of the package for refill; or (2) the later refill of the package by consumers with product subsequently sold in another package. A package should not be marketed with an unqualified refillable claim, if it is up to the consumer to find new ways to refill the package.

Example 1:

A container is labeled "refillable x times." The manufacturer has the capability to refill returned containers and can show that the container will withstand being refilled at least x times. The manufacturer, however, has established no collection program. The unqualified claim is deceptive because there is no means for collection and return of the container to the manufacturer for refill.

Example 2:

A bottle of fabric softener states that it is in a "handy refillable container." The manufacturer also sells a large-sized container that indicates that the consumer is expected to use it to refill the smaller container. The manufacturer sells the large-sized container in the same market areas where it sells the small container. The claim is not deceptive because there is a means for consumers to refill the smaller container from larger containers of the same product.

(h) Ozone safe and ozone friendly: It is deceptive to misrepresent, directly or by implication, that a product is safe for or "friendly" to the ozone layer or the atmosphere.

For example, a claim that a product does not harm the ozone layer is deceptive if the product contains an ozone-depleting substance.

Example 1:

A product is labeled "ozone friendly." The claim is deceptive if the product contains any ozone-depleting substance, including those substances listed as Class I or Class II chemicals in Title VI of the Clean Air Act Amendments of 1990, Pub. L. No. 101-549, and others subsequently designated by EPA as ozone-depleting substances. Chemicals that have been listed or designated as Class I are chlorofluorocarbons (CFCs), halons, carbon tetrachloride, 1,1,1-trichloroethane, methyl bromide and hydrobromofluorocarbons (HBFCs). Chemicals that have been listed as Class II are hydrochlorofluorocarbons (HCFCs).

Example 2:

An aerosol air freshener is labeled "ozone friendly." Some of the product's ingredients are volatile organic compounds (VOCs) that may cause smog by contributing to ground-level ozone formation. The claim is likely to convey to consumers that the product is safe for the atmosphere as a whole, and is therefore, deceptive.

Example 3:

The seller of an aerosol product makes an unqualified claim that its product "Contains no CFCs." Although the product does not contain CFCs, it does contain HCFC-22, another ozone depleting ingredient. Because the claim "Contains no CFCs" may imply to reasonable consumers that the product does not harm the ozone layer, the claim is deceptive.

Example 4:

A product is labeled "This product is 95% less damaging to the ozone layer than past formulations that contained CFCs." The manufacturer has substituted HCFCs for CFC-12, and can substantiate that this substitution will result in 95% less ozone depletion. The qualified comparative claim is not likely to be deceptive.

The following is correspondence between the Public Relations subcommittee, other subcommittees, CCS committee, Tabi Bolton, and Panama. Email provided to be useful in some respects if both people were good at responding. Sometimes we had problems communicating by email, even by phone, and needed to find the person (physically) to get any dialogue going.

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To: potatohead13@hotmail.com [Save Address](#)
Subject: Re: Campus Committee on Sustainability
Date: Wed, 13 Sep 2000 11:20:37 -0800

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>From: "Panama Bartholomy" <panamaredhat@hotmail.com>
>To: bradford@humboldt1.com
>Subject: Re: Campus Committee on Sustainability
>Date: Tue, 12 Sep 2000 17:08:35 PDT

>Here's Panama's response to my e-mail...

>
> ... the best thing that could be done would be to talk with me personally. There are various times that we could meet. Please call me at ~~907-829-0200~~ and leave your number or email me your number and we can set up a meeting. Panama.

We need to try to figure out a time when we could all go to meet with him. Personally Thursdays or fridays are best for me.
Brad

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Inbox

From: Richard Hansis <rah14@humboldt.edu> [Save Address](#) - [Block Sender](#)

Subject: school web addresses

Date: Sat, 23 Sep 2000 12:31:55 -0700 (PDT)

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Web page

www.nwf.org/campus/

www.tufts.edu/tie

www.hcs.harvard.edu/~eac

www-personal.umich.edu/~steyaert/sustainUMhome.htm

www.ecofoot.msu.edu

wings.buffalo.edu/services/recycling/

www.brown.edu/Departments/Brown_Is_Green/

www.gwu.edu/~greenu/

www.fpm.wisc.edu/campusecology/

www.yale.edu/ysec/plan

www.law.pace.edu/env/energy/globalwarming.html

www.cco.caltech.edu/~cetfers/main.html


camel.conncoll.edu/ccrec/greenet/c.green.html

http://www.Colorado.EDU/cuenvironmentalcenter/

traffic.ce.gatech.edu/istd/stfrecom.asp

www.prescott.edu

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From: Richard Hansis <rah14@humboldt.edu> [Save Address](#) - [Block Sender](#)

Subject: fyi

Date: Mon, 2 Oct 2000 10:10:52 -0700 (PDT)

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3. Sustainability Web Site
From: Dr. R. Warren Flint <E5unltd@aol.com>

I'd like to alert you to major revisions in the web site of Five E's Unlimited at <http://www.eeeee.net>. By bookmarking this site you will find a "virtual library" at your finger tips on the many elements of SUSTAINABLE DEVELOPMENT. The site offers hundreds of searchable resources to help communities, businesses, educators, researchers, policy makers, environmental managers, legislators, and households make better decisions. As our testimonials demonstrate, this site also serves as an excellent electronic reference in high school and college classrooms where students are encouraged to learn how science, society, and economics, as well as ethics and morality, influence our multi-dimensional lives. Our hundreds of information pages include discussion of population, climate, energy, natural resource use, coastal planning and management, human-nature linkages, biodiversity, watershed protection, technology, sustainable agriculture, safe water supplies, waste management, community development, transportation, green building, economic revitalization, consumerism, sustainable cities, international security, politics, smart rural development, education, family relations, human values, etc. These are the things we all find ourselves talking about today. Actually these are the exact things that sustainable development tries to harmoniously improve.

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Reply-To: mlwinkle@humboldt1.com
To: catherine MCCRACKEN <potatohead13@hotmail.com> [Save Address](#)
Subject: Re: sustainable campus
Date: Tue, 03 Oct 2000 21:42:54 -0700

*emp10@axe.
Elizabeth*

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Kate:

According to my calculations and figures supplied by the major paper users on campus, to make the paper used at HSU takes cutting down 1000 large trees per year. This bothered me so a decided to start a campaign to switch the campus to high post-consumer waste recycled paper. Current campus paper expenditures are approximately \$100,000 per year.

I began the recycled paper project in August 1999 and continued it with three other people in the Fall '99 semester sustainable campus class. We issued a report which Dick Hansis has.

In the report we characterized overall paper use on campus. We did small-scale tests of copiers and printers throughout campus using 50% post-consumer and 100% post-consumer recycled paper to see if there were any problems and to get secretaries in departments familiar with it. We did surveys in a number of classes to assess student attitudes about raising fees to pay for the higher cost of recycled paper. Results, overall were positive.

I created a fund through HSU foundation to pay for the higher cost of recycled paper for the library copy center. Since this center is part of University Center, which is a non-profit corporation, it can't be funded by student fees so the extra cost has to be paid by private donations. The fund that I created is funded by Bob Gearheart, a professor in engineering, Roger Herick, a co-worker of mine at Schatz Energy Research Center and by myself. Funding is approximately \$3000 per year. The library copy center has been using 50% post-consumer paper in its self-service copiers since last fall. They expanded to also use it in book store copiers this fall. They are selling 50% PCW paper on the the book store sales floor and have also committed to selling 100% PCW paper.

This past Spring, with the help of Associated Students, I had

two advisory measures on the student ballot to raise fees to pay for recycled paper for academic computing and for the university overall. Both passed by margins of over 85%. Academic Computing, which operates all the computers on campus available to students, is now doing a large-scale 6-month test of 100% PCW recycled paper. If this is successful they will sign off on a ballot initiative this coming Spring to raise fees to pay for the paper. Fee increase needed would be approximately \$1 per student per semester.

University Graphics, which is a large paper user and distributes a large fraction of the paper used on campus. The previously director of University Graphics was totally opposed to any student fee increase so I made no progress on this last year. The new manager of University Graphics is open to using higher student fees to pay for recycled paper. His assistant is very supportive of the effort.

They are now doing a small-scale test of 50% and 100% PCW paper. If this is successful they are likely to do a large-scale test of these papers. If it is successful they will sign off on a ballot initiative to raise student fees to pay for the additional cost, which would be approximately \$2 to \$3 per student per semester.

If the tests are successful and the ballot initiatives pass the campus will switch primarily to 100% PCW and 50% PCW paper in the Fall of 2001, paid for by higher student fees.

The university housing department purchased 100% PCW paper with their own money and will use it as their standard paper.

I am working with the A.S. sustainable initiative group to help extend the recycled paper initiative to other campuses of the CSU system.

Locally, I am working with Kinko's in Arcata to make 100% PCW paper their standard paper. It is now offered as an option. I am working with Kinko's management and

through Humboldt Area Foundation. This project has been tentatively approved by

Kinko's regional office and seems likely to happen. The plan is for me to fund it for the next two or three years. I hope to get Kinko's to pay for it after that. Cost per year is approximately \$10,000.

Michael

Winkler

catherine MCCRACKEN wrote:

> mike...Hello I am Kate from the sustainable campus class (subcommittee > public relations). I would love for you put together some information for > the web site on your work with the campus's paper supply. My committee > would like to have a good set of information to have on the web site by Oct > 18. You can email with any questions. Thanks..kate McCracken >

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From: Kerry Kronick <kck7001@humboldt.edu> [Save Address](#) - [Block Sender](#)
To: "catherine MCCracken" <potatohead13@hotmail.com> [Save Address](#)
Subject: Re: sustainable campus
Date: Fri, 13 Oct 2000 12:50:07 -0700 (PDT)

Hi Kate,

I would be very interested in documenting for the public just how far we have come under my administration in two years. I'm not sure if you are aware but I am new to the HSU and have been working on re-engineering the custodial department for the university over the last 2 years or so. I have some pretty good numbers I would be happy to share with everyone. I am meeting at 2:00 pm on Tuesday with another group from your class, would you like to attend or have you been in touch with them? They currently have most of my figures concerning our current rate of reduction, automated portion control stations and information on alternative product research.

Kerry

At 05:54 PM 10/13/2000 GMT, you wrote:

- >Kerry..Hello my name is Kate McCracken and I am from the sustainable campus
- >class. My subcommittee is public relations. We are in charge of creating a
- >website that has HSU's sustainable efforts documented on it. I was
- >interested in have a summary of what you have done to reduce the use of
- >toxic chemicals in the janitorial work on the web site. WOULD you be
- >interested in working with my committee to get some information on the web
- >about that? thanks for your time. kate mccracken

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Inbox

From: Michael Winkler <mlwinkle@humboldt1.com> [Save Address](#) - [Block Sender](#)
Reply-To: mlwinkle@humboldt1.com
To: catherine MCCRACKEN <potatohead13@hotmail.com> [Save Address](#)
Subject: Re: sustainable campus
Date: Fri, 13 Oct 2000 16:03:49 -0700

Kate:

Listing my name and e-mail address would be fine. Listing my phone number would not be OK.

Michael Winkler

catherine MCCRACKEN wrote:

- > Micheal..I wanted to make sure that it is ok with you that we have your name
- > on our website. I want to put the information that you emailed on the
- > website along with a summary of what your subcommittee did last semester.
- > thank you..kate mccracken (pr subcommittee)

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From: Richard Hansis <rah14@humboldt.edu> [Save Address](#) - [Block Sender](#)**Subject:** CCS**Date:** Mon, 30 Oct 2000 08:02:46 -0800 (PST)[Reply](#)[Reply All](#)[Forward](#)[Delete](#)[Previous](#)[Next](#)[Close](#)

Hello all. This Committee for Campus Sustainability(CCS) email contains:

News from the CA Secretary of State and Consumer Services
National Wildlife Federation(NWF) Fellowship
Sub-Committee Status
Applications for funding for an environmental affairs
coordinator

News: I contacted the above mentioned Secretary's office on Thursday to talk about the progress of the Governor's Executive Order 16 regarding sustainable building design (SBD). For those of you who have not seen it yet, please see the attached document. The office has formed a task force made up of representatives from all agencies of the state government that have control of building space. Currently there is no one representing the CSU in this body. This large task force is charged with developing policies for instituting SBD into all future state building projects. Their first report is due to the Governor in February of 2000.

I spoke with David Osborne, one of the heads of the task-force.

He was excited to hear about our work on SBD guidelines and our efforts to create a database of producers, distributors and designers of SBD materials, systems and plans. I also told him that the California State Student Association (CSSA) (thanks to the tireless work of our representative Michael Bezanson) has taken an interest in this topic. CSSA representatives will work on their respective campuses and with the chancellor's office to help make the CSU a leader in SBD. They hope to make SBD an integral part of CSU curriculum, as well as its physical design. Mr. Osborne invited members of the CCS to come to Sacramento to present our work and to assist the Task-Force in the future.

NWF fellowship. On Oct. 16 I received a Fellowship from the National Wildlife Federation for work on the CCS. The \$700 will be used for web-design of CCS's web-site. I hope that it will be the first of many such awards for the campus through this committee.

Sub-committee status. I am currently 5/7 of the way through my search for facilitators of the sub-committees. As it stands the facilitators are:
Energy: Dan Ihara
Solid Waste: Alec Cooley
Capital Outlay: Ken Combs and Judy Walton
Transportation: Vinnie Sullivan and Michael Winkler
Public Relations: Panama (myself)

We are looking for facilitators for Procurement and Landscape/Water. I have contacted Dick Giacolini to see if he would be interested in the procurement sub-committee. He expressed interest and is considering the time commitment. I also contacted Grounds Supervisor Wayne Hawkins to see if he would facilitate the Landscape/Water sub-committee. He offered himself as an advisor, but could not commit any time from his already impacted schedule. I will be sending out emails to all of the facilitators and sub-committee members with a listing of the sub-committee member emails so that they can schedule their meetings. The plan is for the sub-committees to meet twice a month or as needed, for an hour at a time. I will be at as many of these meetings as I can. The goals of the sub-committee are outlined in the CCS guidelines. Please contact me if you need another copy of the guidelines. If you would like to facilitate, co-facilitate, join, or suggest someone for one of the sub-committees, please contact me.

Env. Affairs Coordinator. Maggie and I have started to work on exploring funding possibilities for an Env. Affairs Coordinator position for the campus. Preferably the position would work in Physical Services. An example of duties would include but are not limited to: grant and product research, CCS Facilitator and sub-committee member, public relations coordinator for HSU sustainability and campus resource for institutional sustainability. We are contacting universities with similar positions to see what has and has not worked for them.

After I finalize the sub-committees, I will call for another

full CCS meeting. I hope this message finds you all well, Panama.

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To: centre.iau@unesco.org

From: Bradford <bradford@humboldt1.com>

Subject: Information on how to become a member University

Cc:

Bcc:

X-Attachments:

To whom it may concern:

This inquiry is in regard to membership in the IAU. I am a student of Humboldt State University of California and would like to get some more information on the requirements for becoming a member University. We recently constructed a Campus Committee on Sustainability and are always looking for interaction and exchange with other individuals, academia, and interested parties. Our hope is to considerably improve the operations of our campus and achieve a more sustainable design and function. The student and administrative body of our campus rank environmental and sustainability issues high on our scale of interest. I will appreciate all information you could give me regarding becoming involved with your association.

Respectfully,

Bradford Peterson

Member of Public Relations and Special Projects

Sub-committee on Sustainability

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Reply-To: Tabi Bolton <boltont@pacbell.net>
To: catherine MCCRACKEN <potatohead13@hotmail.com> [Save Address](#)
Subject: Re: ccs-green stuff for web site
Date: Sun, 03 Dec 2000 18:07:06 -0800

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Hey Kate I got your message on my axe account. Could you send it to this

account? That way I can get to the attachment. Thanks a lot.

----- Original Message -----

From: "catherine MCCRACKEN" <potatohead13@hotmail.com>
To: <boltont@pacbell.net>
Sent: Sunday, December 03, 2000 5:42 PM
Subject: ccs-green stuff for web site

> Tabi please let me know if you get my info. kate
> 6684145 or just reply to me
>

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Reply-To: Tabi Bolton <boltont@pacbell.net>

To: catherine MCCRACKEN <potatohead13@hotmail.com> [Save](#)

Subject: Re: ccs-green stuff for web site

Date: Tue, 05 Dec 2000 21:57:38 -0800

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I got it!
Look for the page getting posted in the next couple of days.
Talk to you later, Tabi

----- Original Message -----

From: "catherine MCCRACKEN" <potatohead13@hotmail.com>

To: <boltont@pacbell.net>

Sent: Monday, December 04, 2000 11:46 AM

Subject: Re: ccs-green stuff for web site

> tabi. i sent the info yesterday to this account. so i hope
> you got it.
> keep
> in touch. kate
>

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Reply-To: [Tabi Bolton <boltont@pacbell.net>](#)

To: [catherine MCCRACKEN <potatohead13@hotmail.com>](#) [Save](#)

Subject: [about green page](#)

Date: Wed, 06 Dec 2000 00:11:29 -0800

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Hey I was just reading over the doc. that you sent me. I was wondering if you wanted to write a little on why it is important to shop locally. I though that would go well right above the links to local stores. I think you did a really good job on the why to shop green and buying strategies. That will really make the page effective. Talk to you later.

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Reply-To: Tabi Bolton <boltont@pacbell.net>
To: catherine MCCRACKEN <potatohead13@hotmail.com> [Save Address](#)
Subject: Re: green building guidelines
Date: Wed, 06 Dec 2000 21:19:10 -0800

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Yes I got it. Thanks. I'll be working to get the pages up really soon.

----- Original Message -----

From: catherine MCCRACKEN
To: boltont@pacbell.net
Sent: Wednesday, December 06, 2000 10:42 AM
Subject: Fwd: green building guidelines

tabi..this is for the capital outlay committee. THis is thier checklisst that they were working on with the larger committee. please reply to let me know if you recieve this. kate

>From: smd13
>To: hmk3@humboldt.edu, potatohead13@hotmail.com
>Subject: green building guidelines
>Date: Tue, 5 Dec 2000 16:18:04 -0800
>
>hi Potatohead!
>
>Heres the goodies,
>
>Sean
>

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Folder: **Inbox**

From: Tabi Bolton <boltont@pacbell.net> [Save Address](#) - [Block Sender](#)
Reply-To: Tabi Bolton <boltont@pacbell.net>
To: catherine MCCRACKEN <potatohead13@hotmail.com> [Save Address](#)
Subject: Re: green building guidelines
Date: Thu, 07 Dec 2000 12:06:18 -0800

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Ok I'll add that to the page.

----- Original Message -----

From: "catherine MCCRACKEN" <potatohead13@hotmail.com>
To: <boltont@pacbell.net>
Sent: Thursday, December 07, 2000 9:03 AM
Subject: Re: green building guidelines

> /tabi..i forgot to tell you that the guidelines i sent you are
> not
> complete;
> however, they are mostly there and worth putting on the
> website.
> thanks..kate
>

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Assessment of the Public Relations Sub-committee group Project

Objectives that were not met:

1. To have 20% of the HSU population visit the committee's website.
Reasons why this particular objective was not met:
 1. The website was not posted until December 11, 2000. This occurred due to bad communication and different parties not being invested completely in the project.
 2. The counter was not established as part of the website as of present date. The counter is in the process of being established. The web designer was not compensated properly for his effort to help establish this website. Possibly if he were paid properly more time would have been invested into the project.
2. To maintain the accuracy of the provided information by updates to the website.
Reasons why this particular objective was not met:
 1. The website was still in the process of being created. Thus updates were not necessarily vital to the project.
 2. The other subcommittees have not been at a point with their project to provide our subcommittee with any updated information.

Objectives that have been met:

1. To supply the web designer (Tabi Bolton) with background information on the Campus Committee on Sustainability and reference information to sources on sustainable practices by October 18, 2000.
Reasons that this particular objective was met:
 1. We set deadlines with the other subcommittee members to obtain information for their section of the website by a particular date.
 2. Our subcommittee met together in the library and finalized what information was to be sent to Tabi Bolton.
 3. Brad sent Tabi Bolton (our web designer) our project information over the Internet.

2. To maintain accuracy of the provided information by updates to the website.

Reasons why this objective was met:

1. Brad designed with a little help from the subcommittee designed an update form that we hope will be used the next time this class is offered.

Suggestions on Future Projects and Direction

- Website (Posted on 12-11-2000)
 - Advertise
 - Stay current
 - spend time on the web seeing what's out there
 - Monitoring
 - Survey data
 - site "hit" counter
 - online survey
 - Site content
 - sub-committee survey
 - regularly scheduled content updates
 - stay in close contact with other sub-committees and their projects
 - Inquire about appointing a web designer as a paid position or use a person with a vested commitment to the project
- Gather information regarding the sponsoring of a guest speaker or speaker series
 - early action is needed because of time constraints and fund allocation
- Compile information on Awards that HSU has received for sustainability and natural resources related subjects.
- Assess the "state of conditions" on the HSU campus as related to sustainability
- Pursue consideration of becoming member university of International Association of Universities (IAU)
 - commitment will likely result in progressively more positive change and accomplishment

Regarding "Website Update Suggestion Form":

This is a basic form to allow for comments on the three largest sections of the website. Sub-committees will have more detailed suggestions regarding the information that is displayed on their portion of the site. These suggestions should contain details on additions and extractions to the website.

Regarding "Student Website Survey":

In order to find out whether the objectives set forth are being accomplished we must have a way of measuring the visitorship to the website. This survey must also be used to find out what type of opinion the users of the website have. In order to assess whether 20% of the HSU population has visited the site, there will be an online survey as well as the student survey. Both of these surveys will be used to assess whether our objectives have been met. The questions included in the survey are designed to assess both the effectiveness number of visitors to the website.

Obstacles to Accomplishing Objectives

- Logistics of organizing and getting turn-out at meetings
- Organization of data for Website
 - Computer formatting problems
 - work in a common format(Word works great)
- Lack of detail and process background
- Unclear responsibilities
- Lack of organized local resource for info. of interest
 - partially solved with formation of committee and the posting of the website
- Getting involved parties to adhere to their agreed upon responsibilities
 - Without commitment
- Unforeseen problems
 - I.e. Elizabeth's accident

Assessment of the Public Relations Sub-committee group Project

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A Reflection of Fall Semester 2014 Public Relations Subcommittee

We feel that our subcommittee's rocky due to the lack of direction we received in the beginning of the semester. Other subcommittees had previous semesters subcommittee's notebook to refer to of where to go or it allowed them to contrive the idea to start in a new direction. A particular group members of our subcommittee felt that they needed to look for previous groups to see what was expected of us. We learned that this could have been quickly conquered with brainstorming sessions.

Eventually, our subcommittee finalized our mission statement, which allowed us to dive into our project. One was to design a website on HSU's sustainability efforts. Before we began our project we needed to know what our goals, solutions, and implementation was going to be. This provided the needed direction we were in search of.

Once we established our goals, plans, and implementation process we began our research for information to have upon the website. This information was mostly obtained by doing endless searches on the website. This research was mainly done on our own time. However, a group member suggests to do some of this research together to maintain a good group work ethic.

Our group also designed a survey for the website and in hope that it would be distributed by the following class subcommittee. This survey was designed as a collaborated brainstorming effort between all members of the group. Then the best questions were selected based what the group members felt was important to know about the effectiveness of the website.

Finally, at the end of the semester the website was posted. One must remember that the website is constantly a work in progress. Our main goal was just to have something on the web before the end of the semester. Our subcommittee feels that it did not accomplish all of the goals set. However, we provided reasons why we felt that they were not met as suggestions to the next class. We felt that there were many obstacles encountered during the semester. Our group had extremely poor communication with the web designer and the group coordinator. This was a failure on our part; however, attempts were made at meetings, phone calls, and emails. There was sometimes a poor turn out at our designated meeting times or replies to our email messages. Also, one of our group member was, unfortunately, in a car accident during Thanksgiving break which prevented her attendance in class. However, this created a strong bond between the other group members in an effort to get the project done. A strong suggestion is made from our group to start early and keep track of your progress on a calendar. Make deadlines and if they are not met analyze why and then make improvements!!!!

Peer Review done by Kate McCracken

I feel that my subcommittee may have been able to achieve all of our goals with better communication. However, I feel that we did achieve one of our goals which was to create a website.

I feel that Brad was an excellent member of the subcommittee. He came to class everytime and was always at the meetings. He did a lot of the communication with Tabi and Panama. This was very helpful. Brad was also willing to any research and projects ask of him. Brad and I really pulled together at the end of the semester to get our project done. This was great for me because without him our project would not have been able to become a reality.

I realize and am very empathetic with Elizabeth having a hard semester. It seems as though one thing after another happened to her this semester. She was very ill in the beginning of the semester and then she had a bad car accident over Thanksgiving break. Both of these items were obstacles for her to come to class. This in turn was an obstacle for Brad and I. We didn't want her to fall behind in class, but we needed her help. I realize that things do happen and sympathize with this.

I feel that both of my partners contributed

PEER REVIEW → PR GROUP

- Kate
- Brad
- ELIZABETH

AS A WHOLE I THINK that our group worked really well together. We all had similar goals and ideas about what we wanted our group to accomplish. Each person brought a unique position ~~to it~~ and set of strengths to our project. The work was well separated out and I feel ~~as~~ we shared similar amounts of work. Kate and Brad however did do a ~~good~~ the majority of the final touches on the project because I was involved in a major car accident over Thanksgiving break and was confined to bed for quite some time. I think that we created a project that we could be proud of. I think that as the first Public Relations sub-committee we have provided the next group with a solid foundation from which to begin next semester.

Peer Review


Catherine put forth a great amount of time and effort into the sub-committee work this semester. She invested a lot of time in research of green products and the results of this research were of high quality. She collected a lot of information on such things as feminine hygiene products, local "green" businesses, and many other subjects. Her attitude was great in all group interactions. She did a large amount of the organization of the booklet for the PR sub-committee. In addition, she composed the summary of the sub-committee's actions throughout the semester. She was our representative during the Committee on Sustainability's meeting. Her performance was excellent and dependable.

Elizabeth contributed a considerable amount as well. She did the original organization of the sub-committee handbook. Unfortunately she was not able to be a participant the whole semester because of a wreck she got into. She organized a list of links to different sustainability-minded organizations. While she was contributing, her products were of high quality.

My own responsibilities included most of the data transfer. That is, I was responsible for getting most of the information which we collected to Tabi. I collected a good amount of information on green building supplies, office supplies, and university programs. I devoted more time to this class than most others, and it was valuable in learning how to organize meetings, information and actions.

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In keeping with HSU's role as an innovative leader within the CSU system, the Campus Committee for Sustainability's mission is to: raise awareness of current environmental challenges; reduce the university's impact on the environment; highlight and market the campus' efforts towards sustainability; and reduce the university's operating expenses.

The committee views sustainability as a process, rather than a destination, that entities must go through to mitigate future environmental problems and resource scarcities.

Committee for Campus Sustainability Draft Duties:

- Identify and assess HSU's environmental impact
- Develop cost-effective strategies and recommend policies for reducing HSU's impact
- Advise and educate the university community on recommended policies and strategies
- Outline a vision of sustainability that the campus will work towards
- Provide research, development, and information services to university community to assist sustainability efforts
- Encourage personal accountability for the environment
- Provide forums, seminars and other public education events on personal and institutional sustainability
- Serve as a coordinating body for existing and future sustainability efforts on the campus
- Provide educational and employment opportunities for students by including them in committee programs through classes, work study, freshman job programs, internships and community service.
- Keep the university community and public abreast of committee actions, reports and

programs

Chair: Elected from the committee membership

Type: University

Meetings: CCS will meet quarterly: Late September, Late November, Late January, Late April , the sub-committees will meet once monthly or as needed.

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Membership:

Director of Physical Services
Plant Operations representative
Physical Planning representative
Public Safety representative
University Center Dining Services representative
University Center Board of Directors representative
Procurement and Support Services representative
Supervisor, Grounds and Landscaping Services
Solid Waste Reductions Manager
Computing and Telecommunications Director
College Dean elected by Council of Deans
Development and Administrative Services representative (2)
Faculty Member from each college
Staff representative (2)
CCAT representative
CRP representative
Sustainable Campus Task Force representative
Student representatives appointed by Associated Students (3)

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State of HSU

The first publish date will be May 2001. Check back for updates!

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Energy

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Project Goals:

To assess the amount of energy used by computers on campus. This includes all computers used by students in the dorms, all computers used by faculty and staff on campus, and all computer labs.

Current Projects:


We are currently waiting for the approval to conduct a survey of computer use and once received 100% cooperation by students, faculty, and staff will be greatly appreciated and will aid us in conducting an accurate assessment.

Our long term plans consist of compiling the information and educating the campus population.

We are also researching Energy Star appliances which greatly increase energy efficiency. An Energy Star Computer has a feature called sleep mode, the computer will go into sleep mode when a computer is not used for a set amount of time. We strongly encourage residents(students), staff and faculty to complete our survey.

Thanks, The Energy Group
Alysia-avc2@humboldt.edu
Lizzy-lizneiles@aol.com
Liz-ssw777@hotmail.com
Matt-mat21@humboldt.edu


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Energy

Goals:

- Prepare an annual energy "assessment" of campus
- Highlight efforts towards energy sustainability already accomplished and in progress
- Develop methods to further reduce dependence on fossil fuels and large hydropower energy sources
- Secure off-campus funding for committee energy projects
- Educate the campus community on energy issues
- Provide support for research and implementation to Plant Operations

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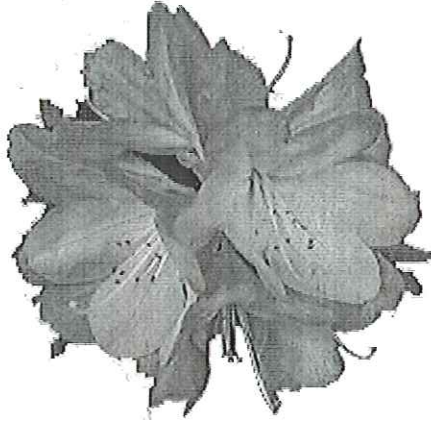
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Landscape & Water



Problem:


Humboldt State University currently has many non-native, invasive plant species as part of campus landscape. Escape and proliferation of these plant species are a threat to native plant populations and promote ecologically unsound landscape practices.

Current Info:

Replacing non-native, invasive plant species with self sustaining aesthetic populations of native plants is a main goal of this group. Currently, a map of the spatial distribution of plants on campus is being worked on, and input into a GIS program. We feel that this map is an important stepping stone for incorporating more native plant species in the future. This map can be used to make more educated decisions about where to put plants and why.

Currently, the campus green spaces are being mapped and then put into a data layer on a map of campus. We then plan to specify areas of concern on the map.

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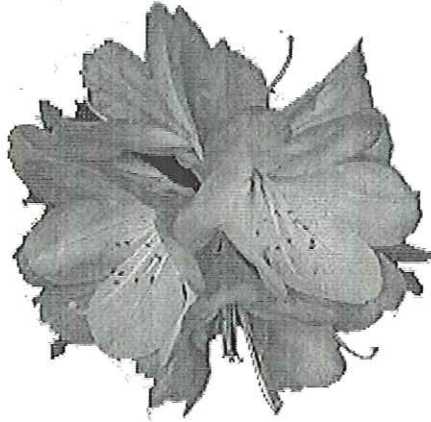
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Landscape & Water

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Goals:

- Prepare an annual landscape and water assessment
- Highlight landscape and water efforts towards sustainability already accomplished and in progress
- Research and recommend water and soil conserving techniques
- Further incorporate native plants on the campus grounds
- Secure off-campus funding for committee landscape and water projects
- Educate campus community on water and land use issues
- Provide support for research and implementation to Plant Operations and the Grounds and Landscaping Services Supervisor

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Solid & Hazardous Waste

Goals:


- Prepare an annual waste assessment
- Highlight efforts towards solid/hazardous reduction efforts already accomplished and in progress
- Coordinate campus efforts already underway
- Research and recommend policies for waste reduction
- Secure off-campus funding for committee solid/hazardous waste reduction projects
- Educate campus community on solid/hazardous waste issues
- Provide support for research and implementation to Solid Waste Reductions Manager


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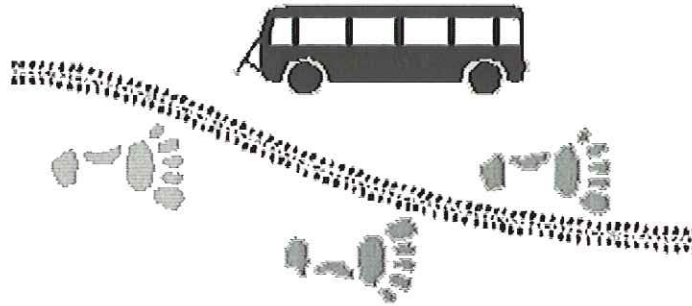
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Project Statement

To reduce the amount of vehicles commuting to and from Humboldt State University by increasing alternative transportation methods such as bicycling, walking, and public transit.

Current Projects

- Developing an educational video for Humboldt Orientation Program that will encourage alternative methods of commuting to and from campus other than the use of personal vehicles. [More about the Video!!](#)
- Establishing a working relationship with the Cycle Learning Center, a student run campus club, to educate campus community on the positive environmental benefits of utilizing bicycles as transportation.
- Working with Parking and Commuter Services in conjunction with the Cycle Learning Center to install new bike racks in areas of need.

Rideshare Web Page

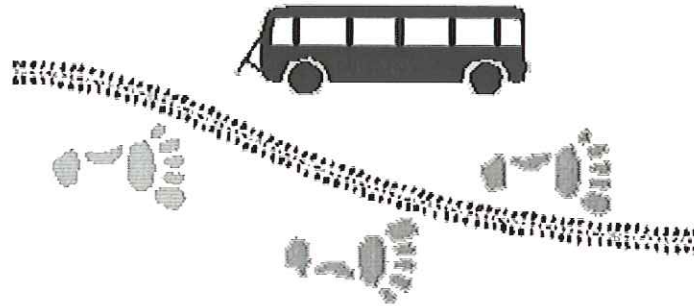
The committee attempted to design and implement a web based rideshare board that would be used for making contact for car-pooling between commuters. Unfortunately, due to technical errors, the web page never got posted to the web. It is believed to be

currently held by A.S. on a disk. However, this still is a good idea and should be re-evaluated and posted.

Idea: Because so many people commute elsewhere for the holidays there are a lot of single passenger cars leaving Humboldt County. The problem is that so many of these cars travel to the same places. In light of current gas prices and air quality degradation, it would be more efficient to encourage car-pooling during these high car-traveling periods. There is an effective rideshare board working at the Co-op, but by providing contact through the Internet, it has potential for reaching so many more people. In addition, the web-based ride board could include a screening process of the user to help promote safety among drivers/riders. The web page could be sponsored by a specific Campus program (AS maybe) that would do a preliminary screening and safety check; maybe all users would have to be students or something.

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Goals

- Prepare an annual transportation assessment
- Highlight transportation demand management efforts already accomplished and in progress
- Research and recommend methods of discouraging car trips and encouraging more alternative travel modes
- Secure off-campus funding for committee transportation projects
- Educate campus community on transportation issues
- Provide support for research and implementation to Parking Services

Transportation Links

[Cycle Learning Center](#)
[Humboldt Transit Authority](#)
[Arcata & Mad River Transit System](#)

For further information please contact the sustainable campus transportation sub-committee at:
jar27@axe.humboldt.edu

Contacts & Helpers:

Kris Taylor, Public Relations Coordinator
Associated Students, HSU
E-mail: ASPR@humboldt.edu
Phone: (707) 826-5412

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Transportation

Transportation Video

Sustainable Transportation Video

One solution implemented to achieve our goal of reducing automobile traffic on campus is an educational video. This video is designed to reach an audience of HSU students, staff, and faculty and is to be shown at Humboldt Orientation Preview week (HOP). The video is aimed to inspire use of sustainable transportation for commuting to and from school. The transportation methods covered include biking, bus riding walking, skating, and car-pooling. Each of these forms of transportation is presented as the "wise choice," and information is provided for streamlined use of these methods.


Because there is such a big population of students who drive, the video is aimed especially at educating new incoming students at HOP in hopes of diverting future dependence on car commuting. By introducing the ease of commuting, via the "alternative" methods, it is intended that the video will encourage greater use of these modes to get to school and less use of personal cars. The significant population of staff and faculty commuting in cars were also kept in mind in crafting the video's message.

Vikki Paul, head of HOP organization, was contacted to authorize showing of the video during this event. She welcomed it as one of the HOP's permanent "session" options so that incoming students will have the opportunity for exposure during their orientation. In addition, the video has been recommended for use in the classroom for the "Freshman Interest Groups" (FIGs), and as a teacher's tool for starting discussion of this campus topic with new students. It is our goal to have the video implemented into HOP by fall of 2001. In order to accomplish this project we networked within the Multi-media Department and formed a group of 5 people, two from the sustainable transportation group, and 3 video production students. Our range of interests and skills varied to include all we needed to make the video; Kiriki specialized in sound effects and story

boarding, Issara worked on editing and filming, Eileen shot footage and edited, and Sarah and Juniper researched and wrote the script. The group was generated by Sarah's contacting a video productions professor, Eric Gormley, negotiating that a class project be dedicated to the making of this video.

Before getting started on the video, we had to secure the proper equipment. Sarah inquired of Steve Newman, the campus "video producer," and he agreed to allow use of his editing equipment and expertise. He is located in Gist Hall and is a part of Media Services. In addition to Steve's help it would have been beneficial to get access to the Courseware Development Center. This is a lab with paid employees who are hired by HSU to design and implement media-enhanced curricula. The benefit of using this lab is that they have the most up-to-date computer software and equipment which would allow our video to be cutting-edge. However, the lab is strictly set up to be used only by staff and faculty. Riley Quarles, the head coordinator, refused to accept our project as legitimate courseware. He claimed it was too much of a student project. Fortunately for us, one of our group members happens to own the high-tech equipment required to make a high quality video production, so we opted to go that route. In the future, however, it would be really beneficial to secure a working relationship with the courseware development lab to help create new educational material. Several interviews and extensive research contributed to the bulk of the script content (an outline follows at the end). The main message is to portray sustainable methods of transportation as fun and easy versus car travel as dangerous, polluting and inefficient. One of the most useful pieces of information was the Spring 2000 Parking Services Survey prepared by HSU Parking and Commuter Services. This survey includes the most recent information on parking and commuting behavior among the campus public. For example; statistics on who drives to school, where people drive from, how long people wait for parking, what would change their habits, etc. In our research, we found that the most common reason for people's driving was that they were not aware of any alternatives. Many students come to HSU from larger cities and they are accustomed to individual car travel being the accepted mode of transportation. By focusing on education in this video, we hope to increase awareness of the sustainable transportation possibilities and, as a result, enhance the movement towards using those alternatives and making them the norm.

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Capital Outlay

Goals:

- Prepare an annual Capital Outlay project assessment
- Highlight Capital Outlay efforts toward sustainability already accomplished and in progress
- Explore areas of projects that could incorporate environmentally benign features
- Secure off-campus funding for committee Capital Outlay suggested changes
- Provide support for research and implementation to Physical Services Director

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Public Relations

Goals:

- Build and maintain committee web page
- Keep the campus and surrounding communities informed HSU's sustainability efforts through news releases to TV, radio and newspaper
- Schedule and plan public educational events for the campus community
- Develop an awards system for individuals or programs on campus to publicly recognize sustainability efforts
- Work with the Admissions office to market HSU as a progressive, forward thinking, environmentally aware campus

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Procurement

Project Statement

To affect University purchasing policy to allow for the purchase of the most environmentally sound products that will meet the user's need.

Project Goals


Policy changes will be made in University policy. Specifically,

- Policy will allow for the purchase of the most environmentally sound product that will meet the user's needs.
- Policy will include life cycle and external costs.
- Policy will become standard operating procedure for Central Purchasing.

All fine printing and writing papers bought on campus will consist of 50% or greater post-consumer waste content by May 2000.

33% of all fine printing and writing papers bought on campus will consist of 100% post-consumer waste content by May 2000.

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Procurement

[Current Projects](#)

Goals:

- Prepare an annual procurement assessment
- Highlight procurement efforts towards sustainability already accomplished and in progress
- Develop sustainable purchasing principals for university entities, including auxiliaries to work towards and for suppliers to adhere to
- Educate campus community on procurement related issues

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Green Pages

Reasons to shop green and locally:

- support your local economy
- create jobs in your community
- small business owners will redistribute wealth through the community
- conserving energy from not driving out of your community
- buying local products have a lower impact on the environment
- buying locally communicates that there is a demand for green products in your area
- buying locally relieves support from multinationals that have a political agenda

Local Green Businesses

Montessori at Home or School- Fun, educational books, and toys. "This collection is full of plain stuff, wise stuff!" -Editor, Whole Earth Review. Monthly open warehouse. Michael Olaf Montessori, Arcata, CA, www.michaelola.net Email michaelola@aol.com (707) 826-1557

Dandelion Herbal Center- Teaching the art and the science of herbalism. janeb@arcatanet.com (707) 442-8157

Tofu Shop- Fine tofu products. (707)822-7401 100 Erickson Ct. #150, Arcata, CA 95521

Coletin Organic Farm B&B- Fred Marken. Experience Organic! We grow organic asparagus and serve delicious vegetarian, organic breakfasts. \$49.00 per night. 2301 Hilt Road, Hornbrook, CA www.cofbandb (530) 475-3242

Sentient Times- Alternatives for Personal and Community Transformation. (541) 512-1084 dmokma@jeffnet.org

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[Bedding](#)
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[Trash Bags](#)


Many Moons Garden Retreat- Kahish. Nurture yourself in our healing, organic garden, orchard and vineyard in warm climate on the Trinity River. Healing practitioners available. kahish@yahoo.com

Stewart Mineral Springs- Relax and rejuvenate with our healing waters, massage, Reiki, and hypnotherapy. www.starhawk.com

Solutions- This store provides a wide variety of hemp products from clothing to bedding to chapstick. 1063 H Street Arcata, CA 95521

Muddy Waters Coffee Company- This coffee company goal is to provide the best possible coffee while being environmentally conscious. www.ilovemud.com 1603 G Street Arcata, CA 95521 (707) 825-mudd

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www.treeco.com/clean.htm (Real Earth Company)

www.ecmbiofilms.com (ECM products)

www.ruf.rice.edu/~envintrn/trash_bags.html

www.biocorpUSA.com

www.pctoskeyplastics.com

www.portfolio21.com - This is a global equity mutual funds site for those committed to a sustainable future.

www.ids.ac.uk/ids/env - promotes an interdisciplinary approach to research and debate on environmental changes and the social responses to them.

www.kornet.org/fgs/ - A foundation exploring global sustainability issues.

www.sustainablemeasures.com - they explain what sustainability is and provide guidelines and materials on sustainable living.

www.enviroyellowpages.com/sustainability.html - listing of environmentally sustainable businesses and products.


www.newdream.org - alternative, more sustainable choices to traditional ones

www.agric.gov.ab.ca/sustainlinks.html - insight to sustainable agricultural practices.

www.trst.com - A foundation concerned with financial sustainability issues.

www.surfrider.org - One of the foremost organizations in promoting marine sustainability

www.ecoiq.com/onlinesources - Test your Eco IQ!



Check out these ways

 *that you can* 

REDUCE *paper usage...*

- *Press print once **ONLY**...
be patient when printing
from the internet*
- *Print multiple pages on
each sheet of paper*

(option in the PC print dialog box)

- Use Print Preview and print only what you need
- Cut and paste from the internet into Word and shrink unnecessarily large text

