Process note: This first public draft of the Sustainability Plan is intended to be shared broadly within the Haverford College community and with other interested stakeholders. After a comment period, CSSR will produce a subsequent and likely penultimate version that will incorporate feedback from the community and provide additional specificity about priorities, timelines, and implementation.

Executive summary

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

We propose a four-pronged strategy:

1. **Liberal Arts and Sustainability**: we will educate our students to be future citizens and leaders who will advance a broad array of sustainability objectives through their personal and professional lives.

2. **Campus as a Living Laboratory**: we will utilize Haverford’s distinctive natural and physical assets to connect curricular and co-curricular programs with local issues of sustainability and to model innovative solutions for broader audiences.

3. **Carbon Reduction and Resilience**: we will accelerate Haverford’s commitment to carbon neutrality and begin developing a physical infrastructure that can perpetuate our educational mission in a world significantly less reliant on fossil fuels.

4. **Impact Projects**: we will provide avenues for the College and our students to engage directly with urgent and consequential sustainability challenges through civic engagement, advocacy, and career and professional opportunities.

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

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

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

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

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

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

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

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

Owing significantly to the Quaker principles on which it was created, the consonant ideals of *global sustainability* and *institutional sustainability* have been woven into Haverford College’s
fabric since its early agrarian identity. And from these ideals we derive three principles that guide
the Plan and its recommendations for the College:

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

1. Working toward a Sustainable World

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

Mindful of these guiding frameworks, we propose investments and intentional choices across four
institutional dimensions: academics; community engagement; operations; and administrative
policies and practices. The recommendations across these dimensions of institutional
commitment and activity advance four overarching priorities that compose the vision of the
Sustainability Plan. Within these priorities, the Plan calls for continued planning work that will
produce a set of specific, achievable objectives.

Liberal Arts and Sustainability. Our students inherit a world challenged by multidimensional
threats to sustainability. A Haverford education should hone in our students the cross-disciplinary
ability to discern, understand, and address environmental and related issues across their historical,
scientific, cultural, political, economic, and ethical dimensions. We propose expanding the
treatment of sustainability as a topic, within Environmental Studies and across the curriculum.
Continued planning: programmatic additions to Environmental Studies; course development across
the disciplines; and opportunities for research.

Campus as a Living Laboratory. As we wrote in the Plan for Haverford 2020, Haverford’s arboreal,
ex-urban campus offers distinctive opportunities to support transdivisional co-curricular
programming and increase awareness of natural ecology in the context of the sprawling urban
environment of metro Philadelphia. Resources like the Arboretum, HaverFarm, Dining Center, and
Nature Trail represent extant hubs of activity that can be enhanced, linked, and made accessible in
ways that enhance the curriculum, engage the community around ecological issues, and keep us connected to the natural world.

**Carbon Reduction and Resilience.** Haverford is committed to long-term carbon neutrality and has already achieved notable greenhouse gas reductions in recent years. We will accelerate our climate action planning from our previous carbon neutrality target of the year 2060, made through the American College and University Presidents’ Climate Commitment (ACUPCC), but we must first understand better our opportunity set. *Continued planning: We will build on the work of our 2012 Climate Action Plan and develop a more aggressive timeline for carbon neutrality along with the development of campus efficiency and flexibility. With over 85% of the College’s emissions resulting from electricity and on-campus stationary fuel consumption, our immediate priorities include a campus energy audit and utilities master plan.*

**Impact Projects.** Haverford students seek to lead lives that speak. Students consistently express a desire to engage directly in social and environmental issues in which they and the College can make a difference. To provide such opportunities, we will build opportunistically around linkages among the curriculum, co-curriculum, alumni, and local community. Avenues include community-based learning, fieldwork, community service, internships, jobs, investment strategies, political engagement, and others.
1. **Academic Program.** Haverford’s academic program is its essential expression of institutional values and priorities. Through our curriculum and complementary opportunities for research and civic engagement, we will prepare our student to be leaders and citizens in world increasingly defined by sustainability-related challenges. The study of issues of sustainability is intrinsically interdisciplinary and should span a rich array of our departments and programs.

1.1. **Curriculum**
   1.1.1. Foster the incorporation of sustainability topics across the academic program, e.g. by offering course development grants.
   1.1.2. Strengthen Environmental Studies Program and consider development of a major.

1.2. **Research:** Encourage student and faculty research on issues related to sustainability by offering small grants, e.g. through CER, for participation in projects both on and off campus.

1.3. **Campus as a Living Lab**
   1.3.1. Develop the Haverfarm as the hub for Environmental Studies and other curricular projects.
      1.3.1.1. Construct greenhouse and head house.
      1.3.1.2. Add high tunnel to lengthen growing season.
      1.3.1.3. Building on pilot Farm Fellow position, provide professional management and instructional resources.
      1.3.1.4. Expand farm activities: bees, mushrooms, herbs, fruits.
      1.3.1.5. Expand student opportunities: volunteering, instruction, PE courses.
      1.3.1.6. Support an active contingent of community gardeners as space allows.
   1.3.2. Utilize the Arboretum and grounds to support curriculum and research.
   1.3.3. Develop on-campus composting to situate the campus food loop as a curricular resource. (See 3.6.3.)

1.4. **Civic Engagement & Social Responsibility**
   1.4.1. Community-based learning and other modes of civic engagement are particularly effective pedagogical tools for exploring sustainability topics. Enhanced support for CESR across the curriculum, as will be proposed by the ongoing work of Haverford’s CESR Council, will allow for expansion of these opportunities for direct engagement and impact. See Community Engagement for co- and extra-curricular programming.
2. **Community Engagement.** Individual actions can contribute positively and negatively to communal well being, in ways ecological, social, and economic. As a residential learning community with connections around the region and the globe, Haverford provides a powerful forum for the exploration of and engagement with a broad range of sustainability topics, from consumption practices to social justice issues to the sustainability of Haverford itself as an institution. To empower members of the Haverford community to live out the values of sustainability and social responsibility, we will improve communication and awareness while providing opportunities for individuals and groups to engage the issues that will affect our collective future.

2.1. **Student Engagement**
- 2.1.1. Enhance new students’ exposure to SSR topics through orientation and Customs. Consider themed residences, orientation trip(s).
- 2.1.2. Make visible opportunities for direct engagement and impact in sustainability fields through community service, internships, and employment.
- 2.1.3. Support CER, CSSR, the Arboretum and student organizations that sponsor SSR-related information, resources, and events, including the Do it in the Dark competition and the Greening Haverford Fund.
- 2.1.4. Continue to foster collaboration among student groups through CER.
- 2.1.5. Review and optimize use of formal student positions to allow for consistent oversight of key responsibilities: Sustainability Outreach Coordinator and others.

2.2. **Faculty and Staff Engagement**
- 2.2.1. Further develop and formalize current faculty and staff-related SSR-related initiatives, building around the green office program.
- 2.2.2. Make SSR-related training available to all employees.
- 2.2.3. Building on the Day of Community Engagement on March 18, provide in-service opportunities to allow for employees to actively engage in SSR-related topics or projects.

2.3. **Alumni Engagement**
- 2.3.1. Foster engagement on campus: panels, lectures, events linked to curriculum, current issues, and career planning.
- 2.3.2. Investigate affinity group for alumni in sustainability fields.
- 2.3.3. Explore opportunities for current students to be engaged in alumni SSR-related efforts and enterprises through internships or other ad hoc engagements.

2.4. **Public Engagement**
- 2.4.1. Provide access to natural resources and the enrichment they offer, especially utilizing the Nature Trail, Arboretum, and community gardens.
2.4.2. Build and maintain partnerships with external groups that complement institutional priorities, e.g. local schools, Ardmore Food Pantry, and others.

2.4.3. Engage in political activity where sustainability issues and institutional interest meet.

2.5. **Communication.** Led by CER and CSSR in collaboration with the Office of Communications, improve communication to all audiences around sustainability, including:

2.5.1. Campus events and initiatives (see Green Scene)

2.5.2. Consistent messaging (for tour guides and other audiences)

2.5.3. Opportunities for employees to engage in sustainability and social responsibility related efforts and projects

2.5.4. Promotion of the College’s efforts in order to attract potential partners and prospective students and raise the College’s profile throughout the SSR-related community

2.5.5. Revamped Sustainability website

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

3.1. **Energy/Air and Climate:** reduce energy use and minimize GHG emissions.
3.1.1. Complete a campus energy audit to identify projects and prioritize them by feasibility and cost.
3.1.2. Develop a campus utility master plan to identify long-term strategies and efficiencies: electrical, heating, cooling, domestic water, steam, natural gas, storm sewer, sanitary sewer, and telephone & other commutations systems.
3.1.3. Lighting Upgrades Plan: Current plan covers the next four fiscal years & covers approximately 400,000 square feet. Upon completion of that plan, determine whether additional benefit might be derived from changes to additional lighting systems.

3.2. **Dining:** increase emphasis on careful sourcing.
3.2.1. As specified by the FSWG and informed by the Real Food Challenge, increase the amount of food that is local and community-based, fairly traded, ecologically sound, and humane to 20% of the food spend in the Dining Center budget by 2020.
3.2.2. Increase campus farm-to-table food connections, especially Haverfarm.

3.3. **Purchasing:** minimize overall consumption, and when purchasing is necessary, favor products that adhere to sustainability principles
3.3.1. Develop an ethical purchasing framework
3.3.2. Adopt a mix of centralized and decentralized purchasing, where facilities have the purchasing responsibility for certain critical product items, but central purchasing has the task of purchasing non-critical items.
3.3.3. School wide events: unused product swap (office supplies) to donating workable electronic equipment.

3.4. **Water:** reduce consumption and waste
3.4.1. Reduce community consumption through technological efficiencies and behavior changes: e.g. educating students about residence hall water use and optimizing institutional uses like irrigation.
3.4.2. Install water-bottle filling stations across campus.
3.4.2.1. Change tank-fed dispensers to tap-fed dispensers and install.
3.4.2.2. Reduce reliance on disposable bottles
3.4.2.3. Consider regularized distribution of reusable bottles to students.
3.4.3. Reconfigure GIAC Grey Water Tank.

3.5. **Grounds and Arboretum:** maintain an appropriate balance of health, economic, functional, and aesthetic considerations.

3.5.1. Expand organic lawn care program and minimize use of pesticides and fungicides.

3.5.2. Ensure efficient use of current impervious surfaces (especially parking) and minimize future paving.

3.5.3. Arboretum
    3.5.3.1. Encourage diversity and selecting disease resistant cultivars.
    3.5.3.2. Explore biological controls and use of organic pesticides.
    3.5.3.3. Continue 10-year plan to increase tree canopy by 10%
    3.5.3.4. Educate the public (see Community Engagement)

3.6. **Waste Stream:** reduce tonnage hauling to landfills and the impact of waste hauling on the campus

3.6.1. Reduce frequency of waste pickups by installing two compactors at the Facilities complex.

3.6.2. Divert suitable waste stream into recycling
    3.6.2.1. Expand current program to include general construction materials
    3.6.2.2. Continue to improve recycling stream through signage, education, and receptacles

3.6.3. Divert suitable waste stream into composting:
    3.6.3.1. Continue to refine waste diversion processes in the DC.
    3.6.3.2. Invest in a pulping system
    3.6.3.3. Investigate anaerobic digesters for fuel production

3.7. **Transportation:** reduce pollution and the energy and resource consumption resulting from vehicular travel.

3.7.1. Campus Fleet: any requests for new vehicles must prioritize energy efficiency and low emissions, and include alternatively powered vehicle in the bidding process to be reviewed by CSSR.

3.7.2. Bicycles: expand the bicycle culture and cut down on the use of cars on Haverford’s campus.
    3.7.2.1. Provide a better infrastructure for parking and fixing bikes.
    3.7.2.2. Educate students (especially first-years) about bike safety and bike friendly roads.
    3.7.2.3. Develop plans for a campus bike share program.

3.7.3. Consortial connections: optimize blue bus and other travel options among campuses in order to reduce car travel.

3.7.4. Public Transportation: improve student and employee access to SEPTA.

3.7.5. Commuting: facilitate low-energy and low-emission transportation to work by supporting carpooling, bike facilities, pedestrian safety, public transportation, and electric vehicles.
3.7.6. Air travel: utilize technology, e.g. virtual meetings, to obviate excessive air travel. Consider offset system.

3.8. **New Construction and Major Building Renovations**: minimize total carbon of projects while meeting program needs; adhere to LEED gold or equivalent standards, except when limited by the historic character of the campus.
4. **Administration & Policy.** Haverford’s administrative structures provide the organizational foundation for setting institutional direction and for determining the College’s direct and indirect impact on community members and others. Our policies and governance must advance our community values and foster sustainable conditions for students, employees, and external stakeholders, both as a matter of our own integrity and as a model of effective practice for others.

4.1. **Governance**

4.1.1. Decision Making: Infuse principles of sustainability into the way we make decisions across all areas of the institution in order to steward our six endowments. Engage all relevant stakeholders in shared governance processes that elicit our community’s best thinking.

4.1.2. Sustainability Coordination: Led by the Council on Sustainability and Social Responsibility, ensure that the campus community has organizational structures to provide communication, efficiency, and synergy.

4.1.3. Sustainability Planning: using this plan as a starting point, set and revisit community priorities around sustainability to ensure that limited resources yield maximum benefit to the College’s mission, six endowments, and global sustainability. CSSR will periodically review the plan in consultation with campus leadership.

4.1.4. Tracking and Communicating Results: Identify meaningful metrics to gauge progress toward our goals and communicate transparently with the broader community.

4.1.5. Cross campus partnerships: maintain strong connections among key faculty, staff, and students to foster opportunistic institutional collaborations within BiCo, TriCo, and beyond.

4.2. **Building and Supporting our Community**

4.2.1. Student access and affordability: maintain a tuition and financial aid system that:

- Makes a Haverford education accessible and affordable to qualified students
- Minimizes students’ debt at graduation and is competitive with peers
- Is financially sustainable without compromising either Haverford’s educational excellence or our ability to provide access to future generations

4.2.2. Diversity & Inclusion: The Presidential Task Force on Diversity and Community is midstream on important work in support of advancing diversity and inclusion at Haverford. We will work to support its recommendations and realize its promise across four areas:

- Teaching and Learning
- Student Residential and Co-Curricular Experience
- Working and Thriving at Haverford.
- Creating and Supporting an Inclusive Community
4.2.3. Compensation/benefits.
   4.2.3.1. Reassess current benefits structure relative to salary and other institutional budget priorities.
   4.2.3.2. Benchmark compensation of current positions against internal and external sustainable compensation standards. Embark on a new, long-term study and periodically review benchmarks.

4.2.4. Healthy community:
   4.2.4.1. Wellness
      ○ Ensure that wellness resources are available for students and employees.
      ○ Continue to pursue the recommendations of the Mental Health Task Force and the integration of student support services including Health Services and Athletics.
      ○ Support the emerging work of the Task Force on Diversity and Inclusion about work-life balance.
      ○ Promote employee awareness of referral services.
   4.2.4.2. Smoking policy: Refine the smoking to policy to promote individual and community health.
   4.2.4.3. Workplace health and safety: Continue to increase employee awareness of health and safety policies to enhance safety and ensure employees are supported whenever accidents occur.
   4.2.4.4. Dining: Through the work of the Food Systems Working Group (see 3.2) emphasize the availability of appealing, healthy food choices for all who dine on campus.

4.3. Investment
   4.3.1. Sustainable investment
      4.3.1.1. Develop donor-supported “green fund”.
      4.3.1.2. Integrate sustainability factors into investment policy and investment research process.
      4.3.1.3. Explore interest in maintaining a portfolio of direct investments to engage in proxy voting and shareholder activism.
   4.3.2. Investor responsibility: CSSR will serve as the College’s committee on investor responsibility, and will undertake regular review of investment/divestment questions as posed by the community, for example around fossil fuels.
   4.3.3. Investment education: Work with student groups such as Haverfordians for a Livable Future to ensure that students, as stakeholders, understand how investment decisions affect them and what alternatives are available.
2. Sustaining Haverford

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

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

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


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

   Recommendation: consistent with the faculty development principles enumerated in the Plan for 2020 develop ongoing academic program planning that maps out how the College will meet its various curricular commitments.

3. Our Built Endowment is a physical plant that meets the College’s programmatic needs.

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

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

   Recommendation: in the allocation of open space (CSPEC, Senior Staff, Board of Managers) and maintenance of the campus (Facilities Management: Grounds, Arboretum) balance the preservation of natural ecosystems with further institutional and human uses.
5. Our **Communal Endowment** is our shared human enterprise that enacts Haverford’s mission.

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

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

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

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

Such choices and opportunity costs are inherent realities for any organization. To act as responsible stewards of the Haverford we have inherited, we must negotiate a balance among our endowments that productively reconciles the College’s ability to fulfill its mission now and into the foreseeable future. Achieving that sort of “optimized balance” among competing priorities is most likely to result from robust, communal, deliberative governance—exactly the sort of governance that is elemental to Haverford. While academia is well known and sometimes criticized for its measured pace of business, we must recommit ourselves to shared governance and decision-making processes that engage diverse perspectives and relevant expertise in order to steward Haverford and its endowments for the long term.