Grinnell College’s Ecological Footprint

resource consumption

biological diversity

buildings

people

grounds

energy

• electricity
• natural gas
• transportation & appliance fuel

sources (types, sites, vendors, etc.)

materials

• appliances, tools, instruments
• instructional/administrative supplies (e.g. paper)
• building supplies (e.g., lumber, steel)
• food & drink
• landscaping supplies (e.g., water, fertilizer, plants)

labor

atmosphere

• fuel emissions (e.g., CO2, CO)
• volatile chemicals
• biomass smoke

hydrosphere

• sewage
• run-off

team

land

• consumable products
• recyclable products
• food waste
• landscape waste
• “hazardous” waste

education & community relations

Draft 9/17/02
V. Eckhart
For the Ecocampus Committee
Greening Grinnell College’s Ecological Footprint

**Energy**
- electricity
- natural gas
- transportation & appliance fuel

**Materials**
- appliances, tools, instruments
- instructional/administrative supplies (e.g., paper)
- building supplies (e.g., lumber, steel)
- food & drink
- landscaping supplies (e.g., water, fertilizer, plants)

**Sources** (types, sites, vendors, etc.)

**Labor**

**Atmosphere**
- fuel emissions (e.g., CO2, CO)
- volatile chemicals
- biomass smoke

**Hydrosphere**
- sewage
- run-off

**Land**
- consumable products
- recyclable products
- food waste (recycle)
- landscape waste (recycle)
- “hazardous” waste

**People**

**Buildings**

**Grounds**

**Sustainable Systems**

**Biological Diversity**

**Education & Community Relations**

**Resource Consumption**

**Goal**

Draft 9/17/02
V. Eckhart
For the Ecocampus Committee
Green-Grinnell Principles

Develop environmental awareness & responsibility
• make institutional decisions that consider environmental as well as economic impacts
• educate students and other campus constituencies about environmental sustainability
• lead by example, and form partnerships with our community in environmental stewardship

• Reduce inputs of energy and materials
  • via energy-efficient buildings, appliances, tools, vehicles, personal behaviors, etc.

• Acquire energy and materials from sustainable sources
  • use natural resources in ways that leave them available for future generations
  • acquire resources in environmentally sound, socially just, ethically acceptable ways

• Reduce outputs of materials, especially toxins and non-recyclables
  • employ practices (e.g. composting) and technologies (e.g., low-emissions vehicles) that reduce wastes

• Recycle
  • follow (and create) programs that reduce contributions to dumps and landfills

• Cultivate biological diversity
  • share the campus landscape with a place-sensitive diversity of organisms
A success story: Greening Grinnell at CERA

The Conard Environmental Research Area
A Place Where Grinnell College works to:

- maintain species-rich prairie, savanna, & woodland
- restore natural disturbance regimes
- improve water quality
- educate Grinnell College students & Grinnell’s community

Draft 9/17/02
V. Eckhart
For the Ecocampus Committee