

# APPENDIX B CAMPUS WASTE AUDIT

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# 1.0 INTRODUCTION AND BACKGROUND

In 2014, the University of Alaska Fairbanks (UAF) began the process

*KEY TERMS*

**Waste:** Materials, substances, or byproducts discarded as no longer useful or required by a user.

**Waste Management:** Waste



Diversion. No construction sites were included in the April 2014 audit and this report does not make recommendations specific to the Construction Demolition and Waste Diversion STARS report category. The University, however, may wish to evaluate

Facilities collects waste from UAF dumpsters and hauls the refuse to the

recycled and virgin materials in solicitation provisions. (6) Allow users to specify





## 3.0 GAPS AND BARRIERS TO WASTE DIVERSION AND REDUCTION

For the purposes of this analysis, gaps are defined as missing elements within existing University waste management operations. Barriers are defined as circumstances or obstacles currently preventing UAF from advancing its waste



## CAMPUS CULTURE

Implementing behavioral shifts on a cultural level is often a difficult endeavor. Though UAF does have an established recycling and reuse program, there is still a need for a culture shift that generates widespread support for source reduction and proper disposal methods. This shift will require changing ingrained practices that have developed over many years.

Tsunami

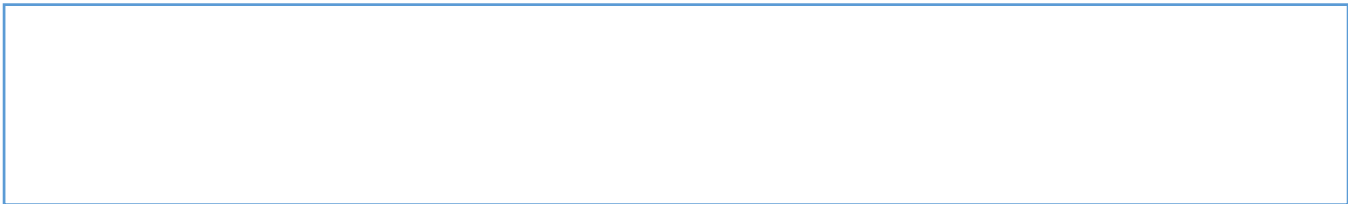


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#### ACADEMIC AND ADMINISTRATIVE FACILITIES

##### REDUCE SMALL, FREQUENT OFFICE SUPPLY ORDERS

During the waste audit, many building coordinators and administrative personnel said office supplies were often purchased in small batches on an as needed basis. Many of UAF's buildings house multiple departments, and within shared buildings there are few to no shared purchases. It is recommended that UAF establish a tool



premises during move in, educating students about proper disposal methods. Students can be provided with reusable cups as a tool and reminder for them to actively participate in source

*CASE STUDY: NEW YORK UNIVERSITY*

New York University piloted a centralized collection system in which all existing trash cans and recycling bins were removed from one of the building's floors and 8 centrally located pairs of trash and recycling receptacles were placed in common areas throughout the floors. The weight of recycled materials was measured for 1 month before and after. The results showed the average weight of recycled material increased by 178 percent with the consolidated bin arrangement. [Read more here.](#)



Strategically located points of disposal will consolidate the





## ENVIRONMENTALLY PREFERABLE PURCHASING GUIDELINES

Although Section 7 of UAF's Purchasing Policy addresses EPP practices, building coordinators and those responsible for department level purchasing did not indicate familiarity with these policies. It is recommended that UAF increase promotion of EPPs and provide individuals with readily available tools and guidelines to which they can refer when making purchases. The University should expand its EPP policies to encourage communication and coordination among departments and ensure that the campus community is trained on EPP expectations and best practices.

Furthermore, it is recommended that UAF increase the percentage of purchasing preference given to recycled content and incorporate specific language that encourages individuals to exceed recycled content thresholds composition if possible. To support individuals with purchasing responsibilities and create a more efficient process

### *SAMPLE ENVIRONMENTALLY PREFERRED PURCHASING POLICY (EPP)*

The University of Oregon's Purchasing and Contracting Services Department supports EPP practices and encourages the purchase of products and services that effectively minimize negative environmental impacts through their material composition, manufacturing, transport, packaging, energy, consumption, maintenance, and recycling or disposal. [Read more here.](#)



*CASE STUDIES: KEAN UNIVERSITY AND UNIVERSITY OF ARIZONA*

Kean University began an extensive on campus food scraps composting program that incorporated student participation and education. In just over a year, the campus of 15,000 diverted over 141 tons of food and saved \$20,000.

[Read more here.](#)

The University of Arizona's Compost Cats program has transformed composting into a successful business model. The student run program initially offset composting expenses through compost sales, avoided tipping fees, and community compost sales. Compost cats eventually expanded operations to a commercial business composting program for the City

*ADDITIONAL OPPORTUNITIES IDENTIFIED DURING WASTE AUDIT: COMMUNICATIONS*

During the waste audit, many questions and doubts were raised concerning the impact of recycling common items, such as office paper and aluminum cans.

## 6.0 CONCLUSION

This waste audit is aligned with the larger framework of UAF's SMP, and one of the