Drink Local!

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ESTU 471: Campus Sustainability Planning Studio

Western Washington University

Spring 2010

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1.0 Introduction

1.1 Purpose and motivation

Through past classes and observations of campus life, we've become increasingly concerned about the impact of bottled water consumption, specifically at Western. We feel there is a great opportunity to make a difference in encouraging our campus to consume local water over bottled water. By raising awareness of both the implications of drinking bottled water and the benefits of drinking local water, as well as proposing a detailed phase-out plan of bottled water, we hope to provide a clear strategy for our campus to become even more sustainable.

1.2 What does it mean to "drink local"?

Fortunately, here in Whatcom County, our water is ranked 11th out of 180 small cities, according to the Natural Resources Defense Council (NRDC, 2008). The national movement of eating more locally should also be applied to drinking water, especially where good drinking water is available. By drinking locally, we are not only reducing waste and saving money, but also bringing the focus back to our community. Our campus consumes over 1,300 bottles of water of various sizes per week. This takes 2,000 times as much energy as producing the same amount of tap water. We were the first university in the nation to offset 100% of the energy we use. While this is an incredible achievement, we can work even harder to further reduce our fossil fuel use by eliminating this area of oil use. There is a national movement, called Take Back the Tap, happening right now in which many universities are working to educate their students regarding misconceptions about bottled water versus tap water. Some universities have been able to completely eliminate bottled water from their campus.

2.0 Challenges and Solutions

2.1 Convenience

One major challenge, encountered by many other universities and communities in general, is the pull of convenience. It's a general rule, especially when it comes to consumption, that people will be attracted to whatever is the most convenient—whether this is proximity, cost, or the style of packaging. A big part of the appeal of bottled water is its convenience. It's more convenient to buy a bottle of water after arriving on campus rather than remembering to bring your own water bottle, then refilling it, then carrying it around. To overcome this obstacle, we need to find ways of making tap water more convenient. One way of doing this is to simply make it more visible in students' everyday lives. Positioning a drinking fountain around the corner, out of sight, makes it less convenient to students than if it were accessible, or at least visible, near the entrance. Though this seems trivial, small changes can make a difference. We have several ideas to make tap water more convenient for students, geared toward more specific obstacles, or common complaints from students.

1) *Obstacle*: Refilling re-usable water bottles at drinking fountains is difficult because the bottle doesn't fit underneath the spout.
Solution: Retrofit drinking fountains with gooseneck spouts so that water bottles can easily fit underneath. See Case Study about CSU: Chico in References.
2) Obstacle: Re-usable water bottles are expensive and seem inconvient to some people. Students may not be willing to invest in them or don't find it convenient to bring them. In a student survey regarding

students' water consumption performed by a marketing class, the most cited reason for buying bottled water was forgetting or not having a re-usable water bottle.

Solution: Offer coupons to buy discounted or free re-usable water bottles in the AS Bookstore, and provide water bottles to freshmen. Awareness of the financial impacts of bottled water (covered in 2.4) might help increase student willingness to spend more once in order to save more later. The more students that have re-usable water bottles, the more people will be reminded to obtain and bring their own.

Obstacle: Students don't want to drink unfiltered tap water, and there is no accessible filtered water outside of the dining halls.

Solution: Install filtered water stations. The administration and Sodexho have installed filtered water (Hydration Stations) in all of the dining halls, which is a very effective first step. However, those students who neither want to drink unfiltered tap water nor have a meal plan for the dining halls are left without a resource for this. The Viking Union Market started a pilot program in which Hydration Stations have been put in the market and students can buy cups of it for 79 cents, or refill their own cup for 65 cents. Hopefully we'll be able to monitor how successful this program is, and whether students are willing to pay for this option. As discussed in our plan of action, if successful, this program should be expanded to all markets.

Another possibility is installing filtered water stations separate from the markets, provided by an outside company, such as PureWater Distributors (http://www.purewaterdistributors.net/products.html). Oregon State University installed these on its campus and were happy with the results (See "Testimonials" section of website).

2.2 Funding

The biggest potential source of money for this project will be the Green Fee that was just approved this week. Proposed by the Students for Renewable Energy, a significant amount of the fee will go towards student projects focused on innovative, sustainable solutions. We hope that the research we've done this quarter and our plan of action will serve as a solid foundation for an eligible student project. By focusing on the energy use involved in bottled water production and transport, and how much energy could be saved by reducing or eliminating our use of bottled water, our project can definitely be suitable for the Green Fee student project requirements, which require a focus on energy conservation. Once the fee starts being implemented in Fall 2010, a proposal can be written to apply for a portion of money to go towards this project. The money could be used to fund the actual infrastructure, including retrofitted drinking fountains, an ongoing awareness campaign, subsidizing AS Bookstore coupons for re-usable water bottles, and possibly even subsidizing future Hydration Stations in order to make filtered water more accessible to students. An additional source of funding will be various fundraising events that can be put on by our student club.

2.3 Revenue and Contract

The final hurdle in attaining the emphasis of consuming more local water on campus is finding a source of revenue to supplement that lost in removing bottled water from campus. The demand for

bottled water is still present at Western. As bottled water does provide a source of revenue on campus, it does not make sense to eliminate bottled water entirely until the demand for it is no longer present. Each year, revenue from over-the-counter and vending machine sales of bottled water at Western amounts to $26,000 in funds, which is distributed among a number of on campus organizations. The division of this funding is as follows: 34% to Student Government, 30% to the Athletics Department, 16% to Housing, 16% to Administration, 3% to the Wade King Rec. Center, and 1% to Olympia Service for the Blind (see Appendix A). A major obstacle in removing the supply of bottled water from campus would be determining how crucial the revenue generated from bottled water sales is to the functioning of each of these organizations, in that it may represent a minimal or substantial portion of their total funding per year. Following this, measures may need to be taken to find a way to supplement this lost revenue.

Currently, measures have been taken to find an alternative means of revenue to bottled water. The Viking Union has just included "Hydration Stations" inside the market that charge between $0.65-0.79 for filtered water with fresh fruit, vegetables and herbs for added flavor. Students are charged less for the water if they bring a reusable cup, and more if they need to purchase a cup. These stations provide students with a healthy, low-impact alternative to bottled water and were so popular within the residence halls that they began showing up in the markets. The question posed by the inclusion of Hydration Stations in the markets is that of their popularity, and also the issue of whether students will be willing to pay for water from these stations. Also, the amount of revenue generated from these stations may not be equivalent to revenue generated from bottled water sales.

Yearly bottled water sales at Western Washington University totaled approximately $26,000 in revenue, which would need to be generated through alternative means when considering eliminating bottled water from campus. The first step in finding an alternative source of income is through the installation of Hydration Stations in the markets on campus, which would provide for a low-waste alternative to bottled water, which could be charged for in order to compensate for potential revenue lost. Another option would be installing filtered water stations, which could require payment to use, or could be free stations, depending on the need for further revenue. Further, Western Washington University's Green Fee could be utilized in order to include a small provision of revenue to replace that lost through the elimination of bottled water on campus.

At present, bottled beverages are supplied for Western Washington University through Walton Beverage Company, which provides Pepsi products for all over-the-counter and vending machine sales of cold beverages. Through Western's contract with Walton Beverage Company, Walton has exclusive Pouring Rights with the university, which determines that all cold beverages must be Pepsi products, unless Pepsi does not provide a product for which there is a demand (such as Naked juice, which is sold in markets across campus). Further, Sodexo is required to provide Pepsi products within the dining hall. Pepsi does not provide a comparable alternative to Hydration Stations, which is what makes it possible for Western to provide this option without infringing on the contract with Walton Beverage Company, as sales from Hydration Stations primarily benefit the university. While Hydration Stations meet the needs of the students, Sodexo is not buying syrup for beverages from Walton and it is Sodexo's labor that is servicing the stations.

Through correspondence with Gonzaga University, it is apparent that it would be possible to work with our food service company on campus to reach an agreement to stop providing bottled water on

campus (or at least, to reduce the amount of bottled water provided). Dr. Monica Bartlett, who is Co-Chair for Gonzaga's Office of Sustainability, stated that the students at Gonzaga had gotten in contact with Sodexo and asked that they provide no bottled water for events that they catered and to stop providing bottled water in the stores run by Sodexo on campus. The one hurdle left for Gonzaga University is to eliminate the provision of bottled water in the vending machines on campus, which has been an issue for them. Though eliminating bottled water provided for catered events and in many on campus stores may sound like a small step, it is a necessary one in the emphasis on the use of bottled water on campus. The Students for Sustainable Water Club on campus could work with Sodexo to remove bottled water from catered events on campus as an initial step towards reducing bottled water consumption on campus.

In mid-June, Western's contract with Walton Beverage Company will be ending and a Request for Proposal will be created in order to determine who Western's next beverage provider will be for the next 10 years. Western anticipates receiving proposals back in July, then making a decision on our next beverage provider by August. Currently, our contract with Walton Beverage Company has an amendment included which states that in the event that campus decides to "make a catastrophic change to the contract, such as banning bottled water," they would be willing to meet to negotiate on this issue. This amendment represents that the movement to remove bottled water from campus is something that is known about by beverage providers and also proves that revising the contract to remove bottled water from campus is not as large of an obstacle as it would immediately seem. Through a combination of providing alternatives to bottled water and reducing demand, Western will be able to ensure that local water use is a priority for our campus that still generates revenue.

2.4 Awareness and Misconceptions

One of the most important aspects of this project is raising awareness and dispelling misconceptions about bottled water. Many students on campus are unaware of the negative environmental and health effects of drinking bottled water as well as the benefits of drinking tap water.

First and foremost, bottled water is wasteful. The process of bottled water production, transportation and disposal actually takes extra water and petroleum. In addition, only about 20% of the bottles produced ever make it to a recycling center; the rest end up in landfills, waterways and littering our streets (Food & Water Watch). Following from this is the presence of a plastic stew the size of Texas in the Pacific Ocean. Named the North Pacific Garbage Patch, this stew is comprised of garbage, much of it plastic, which has been collected by the oceans currents (Soechtig). As the plastic is broken down into smaller and smaller pieces, it is consumed by marine animals, and in turn, by humans. Additionally, while municipal water sources are checked multiple times a day for contamination, all bottled water is regulated by 1 person at the FDA (Soechtig). Since 40% of bottled water is just tap water run through a filter, most bottled water contains contaminants present in municipal drinking sources as well as harmful chemicals that leech from the plastic, such as bisphenol A, PCBs and derivatives of polystyrene (Soechtig). Many of these facts are not widely known but are important reasons to avoid bottled water.

Our first steps in the effort to raise awareness were to get student opinions on bottled water, filtered water, and tap water. We also wanted to know how students would feel about having to pay for filtered water if it were to be offered here on campus. So we created a posting on the Western Forum with a variety of questions. Responses varied from those who only drink tap water to those who try to steer

clear of tap water at all possible costs, naming taste and fears about impurity as the main reasons for avoidance. We continued our awareness efforts during Earth Week at the separate showings of two water films: *Tapped* and *Flow, for the Love of Water*. After the conclusion of the films, members of our group led discussions in which we asked similar questions to those posted on the Western Forum. The results were comparable to those from the forum. Students are concerned about the taste of tap water as well as the quality of Bellingham water and the safety of drinking from drinking fountains on campus that may contain lead.

However, Bellingham has great quality water that is tested daily for over 150 harmful substances. To spread the knowledge that Bellingham's tap water is perfectly safe to drink and dispel taste misconceptions, our group, in conjunction with a concerned Fairhaven class, decided to hold blind bottled water vs. tap water taste tests at a table in red square for 2 weeks. The results showed that most people cannot tell the difference between the two and that those who can usually prefer tap water. This table provided an environment for curious or speculative students to ask questions and share their opinions. Furthermore, it gave students the opportunity to sign our petition demanding to see more and easier access to clean, local water here on campus. This petition also acted as a pledge to not buy bottled water. Accompanying this table in red square will be stickers offered to students who sign the petition.

2.5 Continued Involvement

One of the major issues in taking on a campaign increasing the consumption of local water is to ensure that it will be maintained over time and will be carried out in a cohesive manner. Because of this, our group has worked to develop a three phase plan to emphasize consumption of more local water resources, which will be discussed in more detail in Section 4.0. The initial phase in our campaign to drink locally would be to educate and involve the student body about local water, as well as the impacts of bottled water consumption (ranging from transportation of bottled water to the school, energy used to create bottles, amount of waste generated from plastic bottles, etc.). This phase of the plan would work to provide students with an idea of the impacts of consumption of bottled water and alternatives provided by the school. Through discussions with Evergreen State College, large-scale events like Recycle Mania (or Go for the Green) provide an ideal opportunity to offer sustainable alternatives to bottled water and to raise awareness of the impacts of student's actions on the environment. The creation of the Students for Sustainable Water Club would be an excellent way to implement continued involvement in raising awareness and dispelling misconceptions.

The second phase in the drink local campaign would be to provide sustainable options to bottled water on campus and to examine the student's response to such measures. This could possibly include any combination of the following: retrofitting drinking fountains to be reusable water bottle-accessible, installing filtered water stations, providing coupons to incoming residents for reusable water bottles, and more. Finally, the third stage of the phase out plan of bottled water would ideally be the removal of all bottled water from campus. In a discussion with Abi Marshall at Evergreen State College, Abi discussed the significance of having major goals for specific time periods so that progress can be tracked over time to determine how effective a campaign really is. In this way, students are provided with a tangible goal to reach and a timeline as to when these goals must be reached.

Due to some of the challenges of implementing a campus-wide campaign and the importance of doing so in an effective manner, it is essential to ensure continued involvement. This can be done through

the addition of a single staff member who would work to track the progress of the campaign and to maintain the goals of Western Washington University. The hiring of staff to implement a program such as this has been done in the past at other universities who have had successful Ban the Bottle campaigns and allows an experienced individual to come into the university to educate students about how to implement a successful campaign to remove water bottles from campus. A staff member can be provided through the Take Back the Tap campaign through Food and Water Watch. This direction would be ideal for Western, in that the addition single staff member overseeing our campaign would allow the cohesive implementation of the drink local campaign as well as an assurance that goals of the project will be realized.

3.0 Case Studies

Following are five case studies, including one that has successfully eliminated bottled water, that can serve as models to show us what has been successful in their campaigns and what has not, as well as how they have responded to obstacles, many of which overlap with our own obstacles.

3.1 Case Study #1: California State University at Chico

CSU at Chico is one of our official peer institutions, so their experience is a great example for us to learn from. They have a "Take Back the Tap" campaign, similar to other schools we looked at. Their process began in the spring of 2008, when the students put an advisory measure on the campus election ballot. The measure asked two separate questions: one asked if the AS should install free purified water stations at all retail locations with the goal of replacing bottled water, and the other asked if the AS should encourage the university to retrofit and install additional water stations across campus. While the measure passed with an 85% majority, Robyn DiFalco, AS Sustainability Coordinator for the school, points out that the measure called for eliminating bottled water, but never actually used the word "ban." As an advisory measure, she said, "it has no teeth" (email communication). They are currently still working on convincing decision makers to stop selling bottled water in certain locations. Two students submitted a funding proposal to the Sustainability Fund Allocation Committee (SFAC) (similar to our potential Green Fee Committee that will exist in the future), originally asking for the funding to retrofit four drinking fountains with bottle-filling spigots as well as in-line filters. They detailed the costs of the retrofit, which amounted to about $1680 for all four fountains. They got their filters donated by CUNO AquaPure AP Easy LC. [If they had paid for the $80 each filters they got donated, the cost would have been about $2,000. Thus, if we consider that each building at WWU has about 8 drinking fountains, it would cost WWU about $4,000 per building to retrofit with *both* bottle-filling spouts and filters, if we used the same fixtures as CSU]. The cost of the retrofit was ultimately covered by the Student Union operating budget, and the SFAC funding was used for promotional efforts. The students promoted the use of the retrofitted fountains as well as reusable water containers. They also educated the public about bottled water issues, and provided students with discounted stainless steel bottles. During the course of a year, over 800 coupons for Klean Kanteens were given out to students, ranging from $5 off to free. These coupons were subsidized by the Sustainability Fund, and were only redeemable at the AS Bookstore.

Additionally, a new LEED student recreation center opened in August of 2009 with 3 retrofitted drinking fountains. Construction Management agreed to pay for additional fountains as well, but according to DiFalco, this may not happen anytime soon because of budget cuts, hiring freezes, and general chaos within the department. She stated their current and biggest obstacle being convincing

various locations on campus to stop selling bottled water despite the fact that they don't want to lose any revenue (See link in References).

3.2 Case Study #2: University of Winnipeg

This university was the first in Canada to end the purchase and sale of bottled water on their campus. In their timeline, they describe this process in detail. In March 2008, they began by launching a *Campus Bottled Water Free Zones Campaign*, partnered with other student groups from other campuses, that created over 40 zones on 15 campuses, including one of their new Cafes. They also began, right from the beginning, to be in communication with local environmental groups to build a city-wide action plan, through coalition meetings as well as events. They had speakers including Maude Barlow, David Suzuki, and Tony Clark speaking about water security and other water-related issues. In February of 2009, a Bottled Water working group is established to take charge of the campaign. They began distributing information about public access to water, and gathering student feedback. A water safety audit was set up to examine water infrastructure. The administration agreed with the principles of banning bottled water sales, and were provided with a brief report. In March, more awareness tables were set up, and students gathered 500 signatures in order to implement a referendum question, which asked students if they were willing to support an initiative to gradually eliminate sales of bottled water on campus with increased access to clean and free drinking water. The referendum passed with 74% in favor, with the highest voter turnout in a decade. The UWSA Board of Directors voted to ban bottled water sales from all UWSA facilities, and as part of World Water Day, the University announced its bottled water ban. UW also will provide every first-year student with a reusable water bottle. In their documents, they emphasized the value of forming a coalition with community organizations to build broad-based support. They also listed the top 3 student concerns about the ban, as well as responses to these concerns. One was consumer choice; students were concerned about being limited in choosing what they could drink. Their answer to this was that the only choice being limited was between bottled water and its impacts and safe, clean tap water. They emphasized that while bottled water was being phased out, campus water infrastructure to ensure safe, healthy water was being improved. As they noted, "This water will be completely free, making it the best consumer choice available!" A second concern was that tap water is unhealthy. To this, they responded by pointing out the strict regulation and daily testing requirements for municipal water versus the much more relaxed inspections of bottled water. While Canada has different regulating organizations than the United States, this general statement definitely still applies here. They note the numerous bottled water recalls in Canada due to contamination. UW talks about the details of the City testing, as well as the University's testing and upgrading of infrastructure in order to ensure the safest water possible [For WWU, responding to this specific concern would involve addressing lead issues as well]. A third concern was that students would simply buy an unhealthy soft drink if they can't buy water. While no one can say exactly how an individual will make his or her decision regarding this, one would hope that a student who wants to drink water would choose to use a reusable water bottle and still choose to drink water, rather than switching their choice of drink completely. Here, they emphasize again the accessibility of the retrofitted fountains, as well as the fact that all first-year students will have received reusable water bottles (See link in References).

3.3 Case Study #3: Evergreen State College

Evergreen State College is in the midst of implementing their own student-lead Ban the Bottle campaign on campus. Abi Marshall, the Sustainability Coordinator for Residence and Dining Services at Evergreen discussed some of the challenges thus far in implementing a student-lead Ban the Bottle campaign. In 2008, Evergreen began their outreach and prevention portion of their campaign to remove bottled water from campus. Some of the major issues faced by the students have been discovering where their bottled water comes from, how much is consumed and getting in touch with the companies with whom Evergreen State College has their contract with. The major question they are using to guide their campaign is "What does it mean to not have bottled water?" This allows Evergreen a great opportunity to focus on reasons for removing bottled water and also to visualize what their campus would function like without bottled water.

One of the first things that Evergreen has done in spreading awareness was through movie showings of Tapped, which seemed fairly effective, as well as putting focus on raising awareness at the campus-wide Recycle Mania event from January to March. During Recycle Mania, the students had taste tests and worked with dining services to temporarily remove bottled water from campus markets during this period, providing compostable cups as an alternative. Abi felt that this was an effective way to spread awareness on campus, in that students were made aware of the implications of their actions during this time period through this event. In addition, Evergreen provided its incoming students with reusable Kleen Kanteen water bottles, which was not as successful as the awareness campaigns. The downside to providing free water bottles is that there is no guarantee of use and a great deal of water goes into the production of each bottle. Evergreen is looking into an alternative to this costly measure, such as providing coupons for water bottles to students who will actually use them.

Though this campaign began as only student run, Evergreen has hired staff to assist in running this campaign. One of the major reasons for hiring staff was that Evergreen sent around a petition against bottled water, allowing students to demonstrate their desire to have it removed from campus; however it was intended to be designed around the contract, but ended up utilizing incorrect language. Abi stated that due to the increase in education and outreach, in the last 3 years, Evergreen has experienced a significant decrease in the number of water bottles sold on campus. Through the inclusion of staff, Evergreen has now implemented a series of benchmark goals, which are intended to track the progress of the campaign. This includes addressing the providers of different brands of water, working with different locations on campus to provide educational information about bottled water and other small steps to show progress. Two of the largest challenges for Evergreen to date, however, have been addressing the fact that revenue is still being generated by the sale of water bottles and that they have no viable alternatives to bottled water implemented at present (as vending machines still provide water). Abi stated that the phase out plan proposed by Western Washington University sounds ideal and also stated that it sounds more organized than the plan that Evergreen proposed, originally.

3.4 Case Study #4: Portland State University

Like many other colleges across the nation, Portland State University is currently working on a student led "Take Back the Tap" campaign. Portland State has been able to make strides in their movement due to the fact that the Environmental Club's "Take Back the Tap" was the recipient of a Sustainability Grant in early 2009.

The students of "Take Back the Tap" conducted an initial survey and determined that the three main deterrents to the use of tap water on campus were "a strong level of distrust toward the purity of tap water, the lack of a reusable bottle and not having a good place to refill" (Take Back the Tap Grant). In response to this survey, Portland State students began by raising awareness and attempting to change student misconceptions about the taste of tap water; they held blind water taste tests and ran an advertisement of Portland Water Bureau Information on water quality standards. In the middle of these taste tests, the students of the Environmental Club hosted a Water Awareness Week which involved an art installation demonstrating plastic water bottle waste, guest lecturers on water sustainability, screenings of the films *Flow* and *Thirst*, educational slideshow presentations and the selling of 500 reusable water bottles at deeply discounted prices for students and faculty. With the revenue generated from the reusable water bottle sale, the students had a plan to install two filtered water stations in order to make clean, filtered water more readily available.

Currently, they are in the process of installing an additional 18 filtered water stations. Although Portland has great tap water, and a filter isn't really necessary, providing filtered water helps break down the barrier of misconceptions people have about tap water. Lisa Meersman, campus coordinator between the regional and campus "Take Back the Tap" movement, believes that providing alternatives to bottled water is an important aspect of their campaign, especially alternatives that ensure clean and healthy tap water.

3.5 Case Study #5: Brown University

Brown University's bottled water campaign began in February 2009 when students from the environmental group emPOWER Brown formed Beyond the Bottle. Similar to our movement here at Western, in the beginning Brown focused on awareness efforts and cultivating a relationship with Brown Dining Services. They held blind water taste tests and hosted movie screenings. In addition, student-led Beyond the Bottle focused their campaign towards a specific eatery on campus, Josiah's, where 25% of bottled water sales occurred. They posted signs in the fast food eatery encouraging students to consider using tap water instead of bottled water. At the same time, they had a table in the seating area every night for a month, handing out brochures and inviting people to sign up for their listserv. At the completion of that month, they had achieved a 35-40% reduction in bottled water sales at Josiah's. Finally, Ban the Bottle students attended a Brown University Community Council meeting where they proceeded to hand out flyers informing those present who they were and what they were up to. This set them up to return at a later date to make formal presentations.

When the students returned in the fall, Beyond the Bottle held a Water Carnival on their main green including everything from trivia to water pong to further taste tests and free tap water. Awareness efforts were continued through growing involvement in Beyond the Bottle and a screening of the (at the time) brand new documentary *Tapped.* Leading up to documentary screening, Beyond the Bottle students advertised the movie and collected signatures on a pledge. They met with the president late in the fall and she agreed to help establish a task force assigned with implementing both the elimination of bottled water and the improvement of current tap water infrastructure. Beyond the Bottle attended yet another Brown University Community Council meeting at which they made a presentation. The Council passed a moving "that students, faculty, and staff work as soon as possible to complete the elimination of bottled water".

Thus, a Task Force on Bottled Water at Brown was established and is currently working towards eliminating bottled water as quickly as possible.

4.0 Plan of Action

In order to achieve the goal of using more local water, we must have a detailed plan of action describing the major benchmark objectives that track our progress. In our research, we reviewed the progress of several universities including Winnipeg University, which has completely banned bottled water, in order to devise a 3 phase plan to accomplish using more local water. Following you will find a detailed description of each phase of our plan.

4.1 Phase 1: Education and Outreach

This phase marks the beginning of the process and was started winter quarter by a Fairhaven class, and is currently being worked on. During the course of spring quarter, we are working to raise awareness through the following tasks:

- The Western Forum: This provides an informal outlet for students to express opinions and concerns about tap water as well as to spark interest and further discussion among students.
- Tabling in Red Square: Tabling in Red Square provides Western students with an opportunity to compare bottled water to tap water through a taste test, provide students with additional information through brochures and raise awareness about bottled water consumption on campus. This project incorporates a Fairhaven class of 10-15 students working in conjunction with our group to accomplish this goal. Further, we will have a petition available for students to sign as a pledge to quit drinking bottled water and supporting incorporation of additional infrastructure on campus.
- Formation of Club: We will be founding a club entitled "Students for Sustainable Water," which will provide the opportunity for this project to be carried on in future quarters and for students to have a place to come together to focus on sustainable drinking water options.
- Showing of "Tapped"/"Flow": Our group led discussions at the conclusion of two bottled-water related film showings on campus during Earth Week in order to raise awareness of bottled water consumption and alternatives.
- Preliminary Meetings with Administration: We met with relevant stakeholders from the administrators including Willy Hart and Kurt Willis who helped to define the obstacles we would encounter as well as providing us with data about bottled water sales on campus. We will also be contacting other administrators concerning more specific issues such as the actual cost of installing filtered water infrastructure.

4.2 Phase II: Physical Implementation

While we have not yet reached Phase II, we have begun the research necessary in order to reach and complete this stage. Phase II entails:

- Write a grant applying for money generated from the recently approved Green Fee (which sets aside a certain amount of money for student projects).

- This money, ideally, will fund continuing efforts to raise awareness, as well as the actual infrastructure required.
    - Ideally, this would happen in Fall 2010 because that's when money will begin to be available.
- Retrofitting existing drinking fountains:
    - Both filtering water and gooseneck spouts
    - We have found relevant case studies that can be used as examples.
    - Researching various companies and specific costs for retrofitting.
    - Meet with Tim Wynn to discuss the specific costs and necessary actions associated with this process, as well as assessing the options we researched.
    - Once a realistic plan is created, a pilot program can be initiated in a chosen location, such as the Academic Instructional Center (AIC) or the Viking Union. If successful, the program can be expanded to retrofit additional drinking fountains throughout campus.
- Making re-usable water bottles more accessible and available to students
    - Providing coupons for stainless steel water bottles sold in the AS Bookstore. There are two types—one made by a company called Vessel Drinkware, and another with the WWU logo whose maker is not yet known by our group. Klean Kanteen may be able to provide coupons for their products as well.
    - Discussing the possibility of providing first-year students with complimentary re-usable water bottles with relevant administrators.
- Filtered water
    - "Hydration Stations" currently exist in every University dining hall, and are a great contribution to this process. This feature should be installed in every market on campus, perhaps accompanied by educational signage. If the grant is successful, hopefully students will no longer have to pay for this.
    - Additionally, the grant money could fund filtered water stations, where students could fill up their water bottles for free with pure, filtered tap water.
        - A possible company is PureWater Distributors, who offers a free 2-week trial as well as price quotes.
- Hire a staff member to be the Take the Back the Tap coordinator, or if this turns out to be not financially feasible, a student volunteer could fill this position.

4.3 Phase III: Contractual Implementation

- Find an alternative for bottled water for University Catering events and box lunches.
    - Hydration Stations are a possibility.
- Revise contract with Walton Beverage Company.
- Address vending machine sales of bottled water and bottled water at on campus events.

5.0 Conclusion

This plan of action accompanied by detailed reasons for its implementation should have provided a solid foundation for continuing this process. By implementing solutions to the obstacles we have listed and through proceeding with the phase out of bottled water, Western can become even more sustainable than it currently is which would add to Western's image to both incoming students and a model for the

community. Additionally, we intend that by being a successful example of a campus without bottled water, we can inspire the community as a whole to adopt a similar phase out plan.

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Stephanie Soechtig. Tapped. 25 March 2010. 15 May 2010.

http://www.tappedthemovie.com/

List of institutions that have banned bottled water from campus or have active campaigns, along with additional resources: http://www.aashe.org/resources/bottled_water. Requires AASHE login.

California State University at Chico Case Study: http://www.aschico.com/sustain/tbtt. See "How we did it fact sheet," this includes the cost analysis. Accessed through AASHE.

Contacts: Robyn DiFalco, AS Sustainability Coordinator, rdifalco@csuchico.edu

Rachel Gomes, Current TBTT Coordinator, rgomes@mail.csuchico.edu

Deanna Dottai, Former TBTT Coordinator [coordinated retrofit and filter donation],

scdeannad@hotmail.com (See email communication in Appendix)

University of Winnipeg Case Study: http://www.insidethebottle.org/new-university-winnipeg-case-study-campus-bottled-water-ban. Includes: Action timeline, key campaign notes, their motion and referendum question, top 3 student concerns, and next steps in resisting water privatization. Very helpful. Accessed through AASHE.

Food and Water Watch's Take Back the Tap campaign: http://www.foodandwaterwatch.org/water/bottled/. Includes links to lots of helpful facts and ways of taking action.

NRDC's (2008) Smarter Cities research findings: "One of the nation's most comprehensive and robust database of U.S. urban progress toward sustainability...Smarter Cities, a project of the Natural Resources Defense Council (NRDC), a non-profit 501(c)(3), is a multimedia web initiative whose mission is to foster a little friendly competition as well as provide a forum for exploring the progress American cities are making in environmental stewardship and sustainable growth." http://smartercities.nrdc.org/rankings/small. *Clicking each criteria at the top reorganizes the cities so you can see their rankings by that specific criteria.

Important people:

Gayle Shipley, Environmental Health and Safety, gayle.shipley@wwu.edu
-Budget Request

Kurt Willis, Associate Director at Dining Services, kurt.willis@wwu.edu
-Provided financial information regarding revenue and contract

Peg Godwin, AS Bookstore Manager, peg.godwin@wwu.edu
-Coupons

Julia DeGraw, Northwest organizer for FWW, Jdegraw@fwwatch.org
-Future student position

New Student Services and Family Outreach: (360) 650-3846.
- Regarding water-bottles for incoming freshmen

Shirley Osterhaus, Fairhaven professor, Shirley.osterhaus@wwu.edu
-Involved in water issues

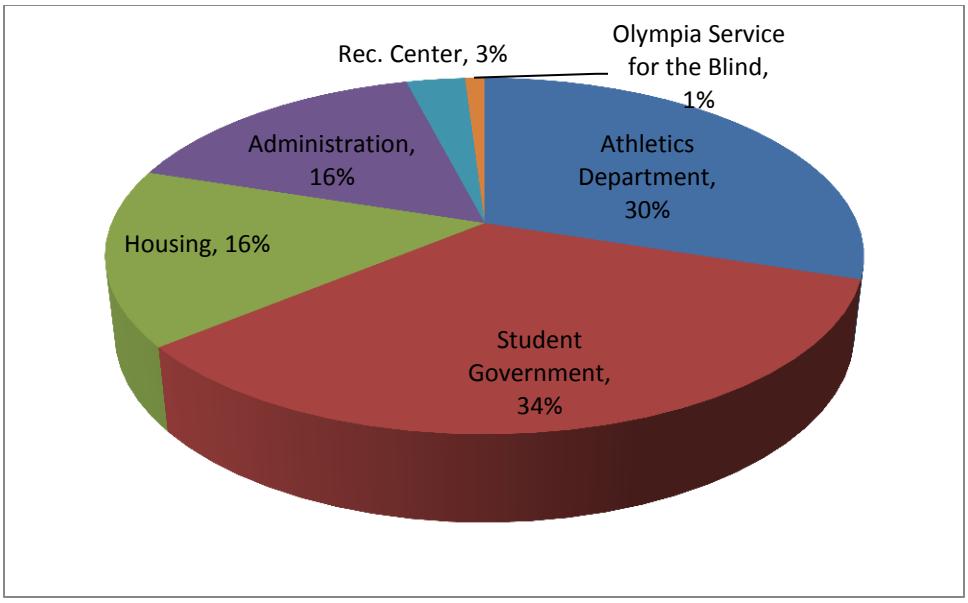
Lisa Meersman (Portland State University), Lisameersman@hotmail.com
(253) 212-6848
-Put us in touch with Julia DeGraw (Take Back the Tap)
-Provided us with the Portland State Grant Proposal to use as an example for our potential grant proposal.

Paige Kristen (Brown University), Paige_Kristen@brown.edu
(561) 252-2316
-Supplied us with tips on dealing with skeptical administrators.
-Provided us with the Campaign Guide written by one of the founders of Beyond the Bottle at Brown to use as an example for our campaign.

Abi Marshall (Evergreen State College), Sustainability Coordinator for Residential and Dining Services, radsustainability@evergreen.edu, (360) 867-6116

Monica Bartlett (Gonzaga University), Assistant Professor of Psychology, bartlettm@gonzaga.edu, (509) 313-3918

Appendix A: Distribution of Bottled Water Revenue (numbers from Kurt Willis)


Rec. Center, 3%
Olympia Service for the Blind, 1%
Administration, 16%
Athletics Department, 30%
Housing, 16%
Student Government, 34%