

# Hobart and William Smith Colleges

The following information was submitted through the [STARS Reporting Tool](#).

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*The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.*

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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"---" indicates that no data was submitted for this field

## Institution type:

Baccalaureate

## Institutional control:

Private non-profit

## Which campus features are present and included in the institutional boundary?:

	Present?	Included?
<b>Agricultural school</b>	No	No
<b>Medical school</b>	No	No
<b>Pharmacy school</b>	No	No
<b>Public health school</b>	No	No
<b>Veterinary school</b>	No	No
<b>Satellite campus</b>	No	No
<b>Hospital</b>	No	No
<b>Farm larger than 5 acres or 2 hectares</b>	Yes	Yes
<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

"---" indicates that no data was submitted for this field

### Endowment size:

202,413,144 US/Canadian \$

### Total campus area:

329 Acres

### IECC climate region:

Cold

### Locale:

Urban fringe of mid-size city

### Gross floor area of building space:

1,543,216 Gross Square Feet

### Conditioned floor area:

1,539,216 Square Feet

### Floor area of laboratory space:

502,641 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space:

7,650 Square Feet

### Floor area of residential space:

691,001 Square Feet

### Electricity use by source::

Percentage of total electricity use (0-100)
---

<b>Biomass</b>	---
<b>Coal</b>	---
<b>Geothermal</b>	---
<b>Hydro</b>	---
<b>Natural gas</b>	---
<b>Nuclear</b>	---
<b>Solar photovoltaic</b>	---
<b>Wind</b>	100
<b>Other (please specify and explain below)</b>	---

**A brief description of other sources of electricity not specified above:**

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**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	---
<b>Coal</b>	---
<b>Electricity</b>	1
<b>Fuel oil</b>	---
<b>Geothermal</b>	0.50
<b>Natural gas</b>	98.50
<b>Other (please specify and explain below)</b>	---

**A brief description of other sources of building heating not specified above:**

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# Academics and Demographics

## Criteria

n/a

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### Submission Note:

HWS does not currently track FTE annually so “Full-time equivalent of employees (staff + faculty, annualized FTE)” has been best represented by a head count of HWS paid faculty and staff.

*“---” indicates that no data was submitted for this field*

### Number of academic divisions:

2

### Number of academic departments (or the equivalent):

54

### Full-time equivalent enrollment:

2,387.25

### Full-time equivalent of employees:

753

### Full-time equivalent of distance education students:

149

### Total number of undergraduate students:

2,421

### Total number of graduate students:

4

### Number of degree-seeking students:

2,344

### Number of non-credit students:

0

### Number of employees:

753

**Number of residential students:**

1,918

**Number of residential employees:**

17

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

<b>Credit</b>
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

**Submission Note:**

Additional HWS course catalogues can be found at  
<http://www.hws.edu/catalogue/>

"---" indicates that no data was submitted for this field

**Figures required to calculate the percentage of courses with sustainability content::**

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	2,800	0
<b>Number of sustainability courses offered</b>	85	0
<b>Number of courses offered that include sustainability</b>	256	0

**Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):**

31

**Total number of academic departments (or the equivalent) that offer courses (at any level):**

54

**Number of years covered by the data:**

Three

**A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):**

[HWS\\_SustCourses\\_fall2011-spring2014\\_2.pdf](#)

**An inventory of the institution's course offerings with sustainability content (and course descriptions):**

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**The website URL where the inventory of course offerings with sustainability content is publicly available:**

[http://www.hws.edu/Applications/catalogue/pdf/12\\_14\\_catalogue.pdf](http://www.hws.edu/Applications/catalogue/pdf/12_14_catalogue.pdf)

**A brief description of the methodology the institution followed to complete the course inventory:**

Two Office of Sustainability interns conducted an assessment of all programs and departments for 2011-2012 sustainability-related and focused courses during the summer of 2012. The interns examined the course catalogue course descriptions and nominated courses that fit the classification of either “related” or “focused.” Nominations were then reviewed by two recent chairs of the Environmental Studies program, and then the list of approved courses were sent to the appropriate department/program chairs for confirmation. For the subsequent semesters (fall 2012-spring 2014), many of the courses assessed by the summer 2012 inventory are still relevant and being taught. In addition, in 2015 the Sustainability Manager and an Environmental Studies faculty member surveyed the HWS course catalog to identify additional sustainability courses offered since spring semester 2012. These courses were evaluated based on course descriptions, faculty feedback, and subject matter expertise of newly created courses (e.g. ENV 110: Sustainable Communities).

**How did the institution count courses with multiple offerings or sections in the inventory?:**

Each offering or section of a course was counted as an individual course

**A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):**

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**Which of the following course types were included in the inventory?:**

	Yes or No
<b>Internships</b>	No
<b>Practicums</b>	No
<b>Independent study</b>	No
<b>Special topics</b>	No
<b>Thesis/dissertation</b>	No
<b>Clinical</b>	No
<b>Physical education</b>	No
<b>Performance arts</b>	Yes

**Does the institution designate sustainability courses in its catalog of course offerings?:**

No

**Does the institution designate sustainability courses on student transcripts?:**

No



# Learning Outcomes

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

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## Submission Note:

A review of the Environmental Studies Program was recently conducted providing foundational information necessary to answer questions about sustainability and the curriculum/learning outcomes. The Environmental Studies program recently acquired two new tenure track faculty lines and this review was postponed in order to include input from the new faculty, who will be significant contributors to sustainability studies at the institution.

In addition, a new minor in Sustainable Community Development was created in spring 2014. Curriculum and general development of this program began Fall 2011 and has many supporters across campus, from senior staff, vested faculty, and engaged students.

"---" indicates that no data was submitted for this field

**Number of students who graduated from a program that has adopted at least one sustainability learning outcome:**

67



**Total number of graduates from degree programs:**

519

**A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:**

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**A list of degree, diploma or certificate programs that have sustainability learning outcomes:**

Environmental Studies Major (B.A.)

Environmental Studies Minor

Sustainable Community Development Minor

**A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):**

The Environmental Studies programs expects that ENV majors and minors should demonstrate they have gained the following skills and competencies from each respective subset of courses below:

1. Competency in understanding the interdisciplinary relationships between humans and their environment.
  - a. From the Introductory Course: Students will appreciate the interdisciplinary nature and implied complexities of an environmental issue.
  - b. From the Natural Sciences Core: Students will demonstrate the ability to interpret quantitative data (maps, charts, graphs, spreadsheets and equations) and utilize scientific inquiry to formulate hypotheses, gather and analyze data.
  - c. From the Social Science Core: Students will demonstrate an understanding of the relationships between humans and economic, social, and political thought that affect the natural and human environment.
  - d. From the Humanities Core: Students will demonstrate an understanding of philosophical, spiritual, literary, and artistic traditions that affect the natural and human environment.
  - e. From the Tools Requirement: Students will demonstrate an understanding of maps and geographic display of data, statistical analysis or writing competency to support their arguments on any environmental issue.
2. Ability to identify the multiple dimensions of environmental issues, using the tools and ways of knowing specific to the natural sciences, social sciences and humanities.
3. Competency in being able to locate and access information on environmental issues.

Sustainable Community Development Minor is an interdisciplinary program that leverages existing strengths in the departments of environmental studies, architectural studies, economics, biology as well as the Finger Lakes Institute, HWS Office of Sustainability, and the Center for Community Engagement and Service-Learning. One of the main goals of this innovative curricular program is to help undergraduates build real world skills while assisting the Finger Lakes region in becoming more economically, environmentally, and socially sustainable. For instance, students in the Sustainable Community Development Planning and Methods capstone course worked on a collaborative project to assess and revitalize a former brownfield site in the East Lakeview neighborhood of Geneva. The students engaged neighbors and a wider group of community members from the East Lakeview Neighborhood Association throughout the semester. In smaller teams, the students studied different aspects of the site to understand the neighborhood context. After phases of site

analysis, listening sessions, and preliminary design ideas, the students produced detailed design proposals to convert the brownfield property into an active park and recreation center with many sustainable features for consideration by the East Lakeview Neighborhood Association.

The Finger Lakes Community Development Center (FLCDC) is the major co-curricular arm of the SCD program and is based at the Finger Lakes Institute. The FLCDC connects Finger Lakes communities seeking sustainable approaches to issues with well-prepared students and faculty and staff members who actively study, research, and present alternatives. Some of our activities include research and analysis on behalf of municipalities, community leaders, agencies, and organizations regarding community sustainability strategies; green business and infrastructure development; guidance for sustainable practices in tourism, food systems, and urban area management; regional environmental resilience planning; conservation and renewable energy issues; and land use policy guidelines to meet pressures for growth while preserving the desired atmosphere.

#### Learning Outcomes

- Describe, synthesize, and thoroughly analyze the concept of sustainability and sustainable community development
- Identify key components that aid in the creation of sustainable development projects and initiatives
- Identify the challenges to sustainable development within various communities
- Understand and evaluate the processes which organizations use to develop sustainable community development plans
- Develop expertise in the skills and tools necessary to engage in, measure, and promote sustainable community development
- Illustrate the ability to lead the processes and practice the methods utilized to develop sustainable community development plans

**The website URL where information about the institution's sustainability learning outcomes is available:**

<http://www.hws.edu/catalogue/envi.aspx>

# Undergraduate Program

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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## Submission Note:

The Asian Environmental Studies initiative includes several HWS courses, including ARTH 302: Arts of the Landscape and the Garden in China and Japan, ENV215/ASN 215: Environment and Development in East Asia, “ENV 234/ASN 234: Sustainable China, ENV 330: Sustainability, Commodities, and Consumption, ENV 340/ASN 340: Water and Energy in China.

"---" indicates that no data was submitted for this field

## Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

## The name of the sustainability-focused, undergraduate degree program (1st program):

Environmental Studies

## A brief description of the undergraduate degree program (1st program):

Earth's environment is maintained through complex feedback mechanisms, which, over geologic time, have operated to keep that environment within a range appropriate for life. Humans have always affected the environment, but since industrialization the nature and scope of their impact has increased dramatically.

Our current use of natural resources is spiraling due to exponential population growth. Due largely to the destruction of the tropical rain forests, we appear to be losing species at a rate that equals or exceeds anything in the earth's history. Human activities create smog, cause

acid rain, introduce poisonous substances to the environment, and change the composition of the atmosphere in ways that are of great concern. Poverty and racism, in their environmental dimension, threaten global survival and a sustainable future.

Environmental concerns will be with us for generations as we work toward a sustainable way of life. The environmental studies program structures a liberal arts education around these concerns and prepares students for entry-level positions in environmental fields as well as for graduate programs in environmental areas.

Environmental Studies is a multidisciplinary field; thus the program offers an interdisciplinary major and an interdisciplinary minor. The natural sciences offer an understanding of how the environment works and how human activities affect it. The social sciences consider the social and political implications of environmental policy and the economic tradeoffs involved. The humanities offer an understanding of the concepts and values involved in our perception of, and interaction with, the environment. These approaches are combined explicitly in our introductory integrative course and the senior integrative experience. Program faculty and graduates of the program highly recommend two majors, one in environmental studies and a second in a discipline to benefit from the breadth of environmental studies and the focus of a discipline.

**The website URL for the undergraduate degree program (1st program):**

<http://www.hws.edu/academics/envirostudies>

**The name of the sustainability-focused, undergraduate degree program (2nd program):**

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**A brief description of the undergraduate degree program (2nd program):**

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**The website URL for the undergraduate degree program (2nd program):**

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**The name of the sustainability-focused, undergraduate degree program (3rd program):**

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**A brief description of the undergraduate degree program (3rd program):**

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**The website URL for the undergraduate degree program (3rd program):**

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**The name and website URLs of all other sustainability-focused, undergraduate degree program(s):**

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**Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:**

Yes

**The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):**

Environmental Studies minor

**A brief description of the undergraduate minor, concentration or certificate (1st program):**

Earth's environment is maintained through complex feedback mechanisms, which, over geologic time, have operated to keep that environment within a range appropriate for life. Humans have always affected the environment, but since industrialization the nature and scope of their impact has increased dramatically.

Our current use of natural resources is spiraling due to exponential population growth. Due largely to the destruction of the tropical rain forests, we appear to be losing species at a rate that equals or exceeds anything in the earth's history. Human activities create smog, cause acid rain, introduce poisonous substances to the environment, and change the composition of the atmosphere in ways that are of great concern. Poverty and racism, in their environmental dimension, threaten global survival and a sustainable future.

Environmental concerns will be with us for generations as we work toward a sustainable way of life. The environmental studies program structures a liberal arts education around these concerns and prepares students for entry-level positions in environmental fields as well as for graduate programs in environmental areas.

Environmental Studies is a multidisciplinary field; thus the program offers an interdisciplinary major and an interdisciplinary minor. The natural sciences offer an understanding of how the environment works and how human activities affect it. The social sciences consider the social and political implications of environmental policy and the economic tradeoffs involved. The humanities offer an understanding of the concepts and values involved in our perception of, and interaction with, the environment. These approaches are combined explicitly in our introductory integrative course and the senior integrative experience. Program faculty and graduates of the program highly recommend two majors, one in environmental studies and a second in a discipline to benefit from the breadth of environmental studies and the focus of a discipline.

**The website URL for the undergraduate minor, concentration or certificate (1st program):**

<http://www.hws.edu/academics/envirostudies>

**The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):**

Sustainable Community Development minor

**A brief description of the undergraduate minor, concentration or certificate (2nd program):**

Sustainable Community Development is an interdisciplinary program that leverages existing strengths in the departments of environmental studies, architectural studies, economics, biology as well as the Finger Lakes Institute, HWS Office of Sustainability, and the Center for Community Engagement and Service-Learning. One of the main goals of this innovative curricular program is to help undergraduates build real world skills while assisting the Finger Lakes region in becoming more economically, environmentally, and socially sustainable. For instance, students in the Sustainable Community Development Planning and Methods capstone course worked on a collaborative project to assess and revitalize a former brownfield site in the East Lakeview neighborhood of Geneva. The students engaged neighbors and a wider group of community members from the East Lakeview Neighborhood Association throughout the semester. In smaller teams, the students studied different aspects of the site to understand the neighborhood context. After phases of site analysis, listening sessions, and preliminary design ideas, the students produced detailed design proposals to convert the brownfield property into an active park and recreation center with many sustainable features for consideration by the East Lakeview Neighborhood Association.

The Finger Lakes Community Development Center (FLCDC) is the major co-curricular arm of the SCD program and is based at the Finger Lakes Institute. The FLCDC connects Finger Lakes communities seeking sustainable approaches to issues with well-prepared students and faculty and staff members who actively study, research, and present alternatives. Some of our activities include research and analysis on behalf of municipalities, community leaders, agencies, and organizations regarding community sustainability strategies; green business and infrastructure development; guidance for sustainable practices in tourism, food systems, and urban area management; regional environmental resilience planning; conservation and renewable energy issues; and land use policy guidelines to meet pressures for growth while preserving the desired atmosphere.

**The website URL for the undergraduate minor, concentration or certificate (2nd program):**

<http://www.hws.edu/academics/scd/>

**The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):**

Asian Environmental Studies Initiative

**A brief description of the undergraduate minor, concentration or certificate (3rd program):**

The Asian Environmental Studies (AES) Initiative at Hobart and William Smith Colleges (HWS) is generously supported by the Henry Luce Foundation. The initiative builds on existing institutional strengths at HWS in Environmental Studies and Asian Studies, and seeks to infuse East Asia in a meaningful and substantive manner into teaching and research on human-environment relations at HWS. The initiative also seeks to catalyze AES work across the liberal arts community through curriculum workshops, collaborative research and teaching, symposia, study abroad, and other programs. As part of the ASE initiative, HWS hosts the biennial “Half the World Symposium,” which highlights scholars (including graduate students) work who examine any aspect of human-environment interactions in East Asia (including Southeast and Northeast Asia).

**The website URL for the undergraduate minor, concentration or certificate (3rd program):**

<http://www.hws.edu/academics/envirostudies/asian.aspx>

**The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:**

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# Graduate Program

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## Responsible Party

**Adam Maurer**  
Sustainability Manager  
Office of Sustainability

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## Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Immersive Experience

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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*"---" indicates that no data was submitted for this field*

## **Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:**

Yes

## **A brief description of the sustainability-focused immersive program(s) offered by the institution:**

The Colleges offer a number of sustainability-focused immersive experiences, both on and off-campus. Annually, HWS Global Education offers study abroad in Australia. The Queensland program is based at the University of Queensland (UQ), Australia's largest university, and is organized in coordination with the School of Biological Sciences. Integrating field and lecture components, the program focuses on the marine and terrestrial ecology of eastern Australia and includes extended excursions that highlight the variety of ecosystems found in this region. All students in the program must complete a series of courses, including "Australian Culture, Society, and Contemporary Issues" and "Sustenance and Sustainability." The Australia study abroad program also features a rigorous schedule of multi-day excursions to conduct field work at four different ecological sites in Australia.

Study abroad in Copenhagen, Denmark offers a wide range of courses, but the program is of particular interest to those students studying biology and environmental science, architecture, psychology, social sciences, and those involved in the HWS education program. Students can select courses from the environmental studies, marine biology, international business and economics, media studies, social sciences, arts and humanities, religious studies, and education and child development.



Hobart and William Smith Colleges also offer the Environmental Studies Summer Youth Institute (ESSYI) every summer. ESSYI is a two-week, college level interdisciplinary program for talented high-school students entering their junior and senior years. The program is designed as an introduction to a variety of environmental issues and provides students with an understanding of the different perspectives and disciplines from which a person can explore the environment and environmental issues. The program includes working in the field, laboratories, teaching in classroom settings, a four-day camping trip, and the opportunity to explore a range of topics in sustainability, including environmental policy, economics, and ethics.

Since spring 2012, the Finger Lakes Institute has coordinated and led an annual “Wake the Farm” Alternative Spring Break Trip for Hobart and William Smith College students to dedicate an entire week of service to supporting the local and regional farm community. The mission of the trip is to support sustainable agriculture and become more aware of our local and regional food system. Students are encouraged to source their meal plan for the week as locally and sustainably as possible. In spring 2014, cooking parties prior to the trip were arranged in order to prepare food for consumption in advance. The program is led and coordinated by Finger Lakes Institute staff Sarah Meyer in partnership with the HWS Center for Community Engagement and Service Learning.

**The website URL where information about the immersive program(s) is available:**

<http://www.hws.edu/academics/global/>

# Sustainability Literacy Assessment

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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### Submission Note:

The sustainability literacy assessment is not currently complete so it is not yet available on the internet.

*"---" indicates that no data was submitted for this field*

**The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:**

0

**The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:**

69

**A copy of the questions included in the sustainability literacy assessment(s):**

[SustLiteracy\\_Lewis\\_2014-2015.pdf](#)

**The questions included in the sustainability literacy assessment(s) :**

---

**A brief description of how the assessment(s) were developed:**

This assessment was developed by Assistant Professor of Environmental Studies Robin Lewis in coordination with other faculty members teaching in the HWS Sustainable Living and Learning Program for first-year students. With the help of an undergraduate research

assistant (RA), Professor Lewis queried the literature and internet to find example sustainability literacy surveys. From these, Professor Lewis and her RA compiled a list of possible questions and then circulated to the SLLC faculty as well as the HWS Sustainability Manager. Following their feedback, the sustainability literacy survey instrument was finalized and submitted to the HWS Institutional Review Board (IRB) for review and approval.

**A brief description of how the assessment(s) were administered:**

Surveys were administered during the first month of fall 2014 classes. Professor Lewis and other members of her research team, which included undergraduate students and staff, visited the first-year seminars of those faculty members who agreed to host us. After reading a brief disclaimer statement that explained the project as well as the roles and responsibilities of study participants, researchers provided first-year students with a paper copy of the sustainability literacy to complete over a period of 10 to 15 minutes. Once students were done, the researchers collected the completed survey instruments and returned them to Professor Lewis for data entry.

A follow-up (post) survey is scheduled in April 2015.

**A brief summary of results from the assessment(s):**

Data entry is ongoing. Analysis will commence in late May 2015 and continue throughout the summer.

**The website URL where information about the literacy assessment(s) is available:**

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# Incentives for Developing Courses

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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*"---" indicates that no data was submitted for this field*

## Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

No

## A brief description of the program(s), including positive outcomes during the previous three years:

The Center for Teaching and Learning (CTL) offers many different incentive programs and consultation for faculty to develop new courses and improve pedagogy of existing courses. The First Year Seminar (FSEM) Assistant Director and FSEM Program Director have recently consulted on teaching and course design with faculty of the Sustainable Living Learning Community (SLLC). Additionally, all SLLC faculty took part in FSEM training opportunities. This includes small-group orientation to FSEM teaching and the full-day FSEM pedagogy day, which focus on effective course design for first-year courses. Additionally, SLLC faculty members earned a stipend during fall 2014 as part of a FSEM critical thinking study group with other FSEM faculty. The group met bi-weekly throughout the semester, assisting one another with course design in the context of critical thinking and team-teaching. This stipend opportunity has been available for the past two years.

CTL offers grants (up to \$1,500) to small groups of faculty (3-4 members) most semesters, and these funds support course-design projects. CTL also offers stipends to faculty learning communities of 8-12 faculty members each semester. The topics of the learning community are chosen by the faculty, which can include sustainability. A recent faculty-learning group has focused studies and meetings on Collaborative Place Making: Geneva, HWS and Collective Impact Practices. Green Urbanism is one of the themes of a working group moving forward.

## A brief description of the incentives that faculty members who participate in the program(s) receive:

Faculty members receive stipends, consultation with trained staff, and peer support through these programs

**The website URL where information about the incentive program(s) is available:**

[http://www.hws.edu/academics/ctl/fac\\_enrichment.aspx](http://www.hws.edu/academics/ctl/fac_enrichment.aspx)

# Campus as a Living Laboratory

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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"---" indicates that no data was submitted for this field

**Is the institution utilizing the campus as a living laboratory in the following areas?:**

	Yes or No
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<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services/Food</b>	---
<b>Energy</b>	---
<b>Grounds</b>	---
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---
<b>Public Engagement</b>	---
<b>Other</b>	---

**A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:**



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**A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:**

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**The website URL where information about the institution's campus as a living laboratory program or projects is available:**

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# Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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*"---" indicates that no data was submitted for this field*

### **Number of the institution's faculty and/or staff engaged in sustainability research:**

32

### **Total number of the institution's faculty and/or staff engaged in research:**

223

### **Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:**

10

### **The total number of academic departments (or the equivalent) that conduct research:**

**A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:**

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**Names and department affiliations of faculty and staff engaged in sustainability research:**

Assistant Professor Christopher Annear - Anthropology and Sociology

Associate Professor Nan Crystal Arens - Geoscience

Assistant Professor Jeffrey Blankenship - Art and Architecture

Professor Walter Bowyer - Chemistry

Professor Scott Brophy - Philosophy

Associate Professor Meghan Brown - Biology

Assistant Professor Kristin Brubaker - Environmental Studies

Professor Sigrid Carle - Biology

Dr. Lisa Cleckner - Director of the Finger Lakes Institute

Assistant Professor Bradley Cosentino - Biology

Assistant Professor Chiyo Crawford - Environmental Studies

Associate Professor Tara Curtin - Geoscience

Director of Introductory Biology Laboratories Susan Cushman

Assistant Professor Gabriella D'Angelo - Art and Architecture

Associate Professor Mark Deutschlander - Biology

Professor Tom Drennen - Economics and Environmental Studies

Professor John Halfman - Geoscience

Assistant Professor Jessica Hayes-Conroy - Women's Studies

Assistant Professor Joel Helfrich - Environmental Studies

Assistant Professor Beth Kinne - Environmental Studies

Associate Professor Neil Laird - Geoscience

Assistant Professor Robin Lewis - Environmental Studies

Associate Professor Darrin Magee - Environmental Studies

Associate Professor Brenda Maiale- Anthropology and Sociology

Professor Jim MaKinster - Education

Assistant Professor Kirin Makker - Art and Architecture

Assistant Professor Whitney Mauer - Environmental Studies

Assistant Professor Nicholas Metz - Geoscience

Luce Environmental Studies Postdoc Anto Mohsin

Professor Elizabeth Newell - Biology

Professor Craig Rimmerman - Public Policy Studies

Visiting Professor Tara Rowse - Environmental Studies

**A brief description of the methodology the institution followed to complete the research inventory:**

Based on the Earth Charter, all faculty listed on the HWS Environmental Studies faculty list are engaged in sustainability research. Each faculty member is researching one or more of the following: ecological integrity; social and economic justice; democracy, nonviolence, and peace; and respect and care for the community of life.

## **A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:**

Assistant Professor Christopher Annear - Anthropology and Sociology

Annear's research focuses on the relationship between an ethnically heterogeneous population and an ecologically dynamic fishery in South-Central Africa. I am particularly interested in how communities adapt to variable environments and the effectiveness of management and legislation of these areas. I study a multiethnic highly mobile population of fishers traders and farmers in northern Zambia and southern D.R. Congo. I examine how people living on this fishery maintain its sustainability as a shared natural resource; how external constraints such as laws governance and historical circumstances affect constituent behaviors and choices; and how this ecologically dynamic fishery constrains some human communities but politically endows others.

Annear's scholarship includes a book review, "Inside African Anthropology" (2014)

Associate Professor Nan Arens - Geoscience

Arens's research focuses on the evolution of terrestrial environments and the interplay between physical environmental change (e.g., climate and atmosphere) and changes in community composition and structure, evolution of plant autecology and eco-morphology, early angiosperm ecology and evolution, extinction mechanisms, and climate reconstruction method development—CLAMP.

Recent publications include:

Arens, Nan Crystal and Sarah E. Allen\*. 2014. A florule from the base of the Hell Creek Formation in the type area of eastern Montana: Implications for vegetation and climate. G.P. Wilson, W.A. Clemens, J. Horner and J. Hartman (eds.) *Through the End of the Cretaceous in the Type Locality of the Hell Creek Formation in Montana and Adjacent Areas*. Geological Society of America Special Publication 503: 173-207.

Arens, Nan Crystal, Anna Thompson and A. Hope Jahren. 2014. Vegetation indicators of environmental change preceding the Cretaceous/Paleogene boundary: Implications for the press/pulse model of mass extinction. G.P. Wilson, W.A. Clemens, J. Horner and J. Hartman (eds.) *Through the End of the Cretaceous in the Type Locality of the Hell Creek Formation in Montana and Adjacent Areas*. Geological Society of America Special Publication 503:209-227.

Arens, Nan Crystal, A. Hope Jahren and David C. Kendrick. 2014. Carbon isotope stratigraphy and correlation of plant megafossil localities in the Hell Creek Formation of eastern Montana, U.S.A. G.P. Wilson, W.A. Clemens, J. Horner and J. Hartman (eds.) *Through the End of the Cretaceous in the Type Locality of the Hell Creek Formation in Montana and Adjacent Areas*. Geological Society of America Special Publication 503: 149-171.

Assistant Professor Jeffrey Blankenship - Art and Architecture

Blankenship's scholarly interests include history of modern landscape architecture, portfolio design, and architectural studies.

Recent publications include:

Everyday Modernity: J.B. Jackson and the Postwar American Landscape. In progress article based on book manuscript. Anticipated submission to *Landscape Journal* spring 2014.

"Speed, Experience and the Aesthetics of Modernity in the Mid-Century American 2013 Landscape," Council of Educators in Landscape Architecture (CELA) Conference, Austin, TX, Conference Theme: Space/Time/Place/Duration

"Everyday Modernity: J.B. Jackson and the Postwar American Landscape," 2013 The 8th Savannah Symposium: Modernities Across Time and Space, Savannah College of Art and Design, Savannah, GA

Professor Walter Bowyer - Chemistry

Bowyer's scholarly interests include mechanism and rates of Indium mediated allylation, effect of volcanic eruptions on the chemistry of tree rings, and investigations of prehistoric art from a scientific perspective.

Prof. Bowyer has obtained funding to conduct a summer academy entitled "HWS Summer Academy 2013: A Program for Student of Color from Geneva High School."

Associate Professor Meghan Brown - Biology

Brown's scholarly interests include biological limnology, zooplankton dormancy, and exotic species biology.

Recent publication include:

Branstrator D., Shannon L, Brown M, & Kitson M. (2013) Effects of chemical and physical conditions on hatching success of *Bythotrephes longimanus* resting eggs *Limnology and Oceanography* 58(6): 2171–2184

Brown M., Curtin T., Gallagher C.\*, & Halfman J. (2012) Historic nutrient loading and recent species invasions caused shifts in water quality and zooplankton demography in two Finger Lakes (New York, USA) *Journal of Paleolimnology* 48(3): 623-639

Brown M., Morse R., & O'Neill K.\* (2012) Spatial, seasonal, and diel distribution patterns of *Hemimysis anomala* in New York State's Finger Lakes *Journal of Great Lakes Research* 38: 19-24

Brown M, Branstrator D., & Shannon L. (2012) Population regulation of the spiny water flea (*Bythotrephes longimanus*) in a reservoir: Implications for invasion. *Limnology and Oceanography* 57(1): 251-271

Assistant Professor Kristin Brubaker - Environmental Studies

Brubaker's research interests include working with high resolution LiDAR data to understand Earth's critical zone (place where rock meets life), forest ecology, and the role of vegetation in influencing wildlife habitat and movement.

Recent publications include:

Grant, C J., A B. Weimer, N K. Marks, E S. Perow, J M Oster, K M Brubaker, RV Trexler, C M Solomon, and R Lamendella. 2015. Marcellus and mercury: Assessing potential impacts of unconventional natural gas extraction on aquatic ecosystems in northwestern Pennsylvania. *Journal of Environmental Science and Health, Part A* 50, no. 5 (2015): 482-500

Grant, C.J., J.M. Graves, A.K Lutz, J.M. Oster, and K Brubaker. 2014. What are Brook Trout Hiding? Elevated Mercury Concentrations in Brook Trout Relative to Co-Habitating Brown Trout. Pages 119-125 in R. F. Carline and C. LoSapio, editors. *Wild Trout XI: Looking Back and Moving Forward*. Wild Trout Symposium, West Yellowstone, MT.

Brubaker, K M, S E Johnson, J Brinks, L Leites. 2014. Estimating canopy height of deciduous forests at a regional scale with leaf off, low density LiDAR. *Canadian Journal of Remote Sensing*. 40(2), 123-134.

Brubaker, K. M., Myers, W. L., Drohan, P. J., Miller, D. A., & Boyer, E. W. 2013. The Use of LiDAR Terrain Data in Characterizing Surface Roughness and Microtopography. *Applied and Environmental Soil Science*.

Professor Sigrid Carle - Biology

Carle's research is often in collaboration with Dr. Tom Burr, a member of the Plant Pathology department at the New York State Agricultural Experiment Station, located in Geneva, NY. We are interested in understanding the interactions between the pathogenic bacterium, *Agrobacterium vitis*, and its host plant, grape. *Agrobacterium vitis* causes two diseases on grape: crown gall disease on grapevines and necrosis on grape roots. Crown gall is a tumor-like growth that reduces productivity of the vine. Necrosis is characterized by localized lesions on roots from which viable bacteria can be isolated. Since grape constitutes an important crop plant in wine-producing areas, including New York, the control of *A. vitis* infections is of great interest. In particular, we are interested in learning as much as possible about the infection process, such that genetic engineering could be used to induce a defense response in grape upon contact with *A. vitis*, thus protecting the grape from infection.

Dr. Lisa Cleckner – Finger Lakes Institute

Cleckner's research and scholarly interests include sustainable enterprise and communities, aquatic invasive species, limnology, Great Lakes, and mercury cycling in the environment.

Funded research and community outreach projects related to sustainability include:

2015-2016: Mercury Dynamics in Finger Lakes Fish and Invertebrates, New York State Energy Research and Development Authority, \$167,894.

2013-2018: Finger Lakes Partnership for Regional Invasive Species Management, New York State Department of Environmental Conservation, \$887,451.

2013-2015: Southern Lake Ontario - Finger Lakes Region Aquatic Invertebrate Assessment and Invasive Species Prevention Project: Year 2, Finger Lakes-Lake Ontario Watershed Protection Alliance, \$198,982.

2012-2014: Southern Lake Ontario - Finger Lakes Region Aquatic Invertebrate Assessment and Invasive Species Prevention Project, Finger Lakes-Lake Ontario Watershed Protection Alliance, \$180,000.

2012-2014: Development of a Sustainable Community Development Program at Hobart and William Smith Colleges, Isabel Foundation, \$300,000.

Assistant Professor Bradley Cosentino – Biology

Cosentino's scholarly interests include ecology, evolutionary biology, and conservation biology. His research addresses how land use patterns affect wildlife population dynamics, community structure, and evolution.

Recent publications include:

Cosentino, B.J. D.M. Marsh, K.S. Jones, J.J. Apodaca, C. Bates, J. Beach, K.H. Beard, K. Becklin, J.M. Bell, C. Crockett, G. Fawson, J. Fjelsted, E.A. Forsys, K.S. Genet, M. Grover, J. Holmes, K. Indeck, N.E. Karraker, E. Kilpatrick, T.A. Langen. S.G. Mugel, A. Molina, J.R. Vonesh, R. Weaver, and A. Willey. 2014. Citizen science reveals widespread negative effects of roads on amphibian distributions. *Biological Conservation* 180:31-38.

Cosentino, B.J., R.L. Schooley, B.T. Bestelmeyer, J.F. Kelly, and J.M. Coffman. 2014. Constraints and time lags for recovery of a keystone species (*Dipodomys spectabilis*) after landscape restoration. *Landscape Ecology* 29:665-675.

Cosentino, B.J., R.L. Schooley, B.T. Bestelmeyer, and J.M. Coffman. 2013. Response of lizard community structure to desert grassland restoration mediated by a keystone rodent. *Biodiversity and Conservation* 22:921-935.

Hager, S.B., B.J. Cosentino, K.J. McKay, C. Monson, W. Zuurdeeg, and B. Blevins. 2013. Window area and development drive spatial variation in bird-window collisions in an urban landscape. *PLoS One* 8(1):e53371.

Cosentino, B.J., C.A. Phillips, R.L. Schooley, W.H. Lowe, and M.R. Douglas. 2012. Linking extinction-colonization dynamics to genetic structure in a salamander metapopulation. *Proceedings of the Royal Society B* 279:1575-1582.PDF

Assistant Professor Chiyo Crawford - Environmental Studies

Crawford's scholarly interests include twentieth-century American multi-ethnic literature, environmental justice theory, ecocriticism, feminist theory and critical race studies.

Recent publications include:

1. "From Desert Dust to City Soot: Environmental Justice and Japanese American Internment in Karen Tei Yamashita's *Tropic of Orange*." *MELUS (Multi-Ethnic Literature of the U.S.)*. 38.3, September 2013.

2. "Streams of Violence: Colonialism, Modernization, and Gender in María Cristina Mena's 'John of God, the Water-Carrier.'" Eds. Greta Gaard, Simon Estok, and Serpil Oppermann. *International Perspectives on Feminist Ecocriticism*.

Associate Professor Tara Curtin - Geoscience

Curtin's scholarly interests include the relationship between sedimentation mountain building, and global climate change, specifically investigating the transition from a greenhouse (warm) world to an icehouse (cold) world ~50 million years ago as recorded by sedimentary rocks in NE Spain. Curtin also explores using layered lake deposits to infer seasonal (or episodic) climate change in Seneca Lake and other modern lakes.

Recent publications include:

Brown M., Curtin T., Gallagher C., & Halfman J. (2012) Historic nutrient loading and recent species invasions caused shifts in water quality and zooplankton demography in two Finger Lakes (New York, USA) *Journal of Paleolimnology* 48(3): 623-639

Director of Introductory Biology Laboratories Susan Cushman

Dr. Cushman has worked at the Finger Lakes Institute as a Research Scientist since 2010. She studies various streams and their watersheds in the Finger Lakes, including those found around Owasco, Seneca, Cayuga, and Keuka Lakes. An expert in fish and stream ecology, she measures stream health by a suite of metrics and indices from water quality, benthic macroinvertebrate communities, and stream fish assemblages. Specifically, she has been monitoring stream communities in one of the major Keuka Lake tributaries, Cold Brook, since fish habitat restoration for Rainbow trout was completed in 2006. Her other projects include assisting in the Seneca Watershed Characterization report by surveying the major tributaries around Seneca Lake, contributing to knowledge of trout and other sensitive fish populations within the region, and studying Castle Creek (Geneva) intensely with her research students to better understand changes in stream health along a rural-urban, land-use gradient. In addition to conducting research, Cushman helped establish the FLI Stream Monitoring Program and plays an active role in training teachers involved with the program.

Recent publications include:

Myers SM, SF Cushman, B Gilman, J Youngmann and N Harvieux. 2014. Finger Lakes Regional Stream Monitoring Network Manual. Finger Lakes Institute, Geneva, NY. 40 pgs.

Morgan II RP, KM Kline, MJ Kline, SF Cushman, MT Sell, RD Weitzell Jr. and JB Churchill. 2012. Stream Conductivity: Relationships to land use, chloride, and fishes in Maryland Streams. *North American Journal of Fisheries Management*, 32:941-952.

Cushman, SF. 2012. Fish and Benthic Macroinvertebrate Biology of Streams in the Seneca Lake Watershed. In: Seneca Lake Watershed Management Plan Characterization Report. Finger Lakes Institute Report, Hobart and William Smith Colleges. 42 pgs.

Professor Tom Drennen - Economics and Environmental Studies

An innovator in his field, Thomas Drennen expertise interweaves economics with environmental issues. Is it possible for the world to reduce its consumption of fossil fuels and replace them with an economically viable alternative, which might also reduce global warming? Could solar or wind energy, or even advanced hydrogen-fueled vehicles, be a solution? Drennen's research answers these types of questions.

Recent research and curricular projects include:

(2014) Led the launch of the HWS Sustainable Living Learning Community, a year-long first-year student program focused on exploring sustainability and consumption through curriculum and sustainability lifestyle behaviors.

(2012) Developed the Power Systems Life Cycle Analysis Tool (Power LCAT) that allows quicker, more versatile analysis of energy production technologies. This was a Department of Energy-funded collaborative effort with researchers at the National Energy Technology Lab in Pittsburgh, Pa., and Sandia National Laboratories, where Drennen is a senior economist.

Here is a recent publication:

T. Drennen, J. Andruski, T. Skone, and J. Adder, "Power Systems Life Cycle Analysis Tool", Version 2.0, National Energy Technology Laboratory, June 2012

Associate Professor Mark Deutschlander - Biology

Deutschlander's research interests include animal orientation and navigation, particularly the use of magnetic and celestial cues by migratory birds; the ecophysiology of migration, particularly the energetic needs and constraints of migratory birds; and ultraviolet and polarized light photoreception in vertebrates and insects.

Recent publications include:

Deutschlander, M.E. and R.C. Beason. 2014. Avian navigation and geomagnetic positioning. *Journal of Field Ornithology*. 85:111-133.

Muheim, R., I. Henshaw, S. Sjöberg, and M.E. Deutschlander. 2014. BirdOriTrack: a video tracking program as new tool in experimental orientation research with migratory birds. *Journal of Field Ornithology* 85:91-105.

Fail, J., M.E. Deutschlander, and A.M. Shelton. 2013. Antixenotic resistance of cabbage to onion thrips (Thysanoptera: Thripidae) I. Light Reflectance. *Journal of Economic Entomology* 106:2602-2612.

Deutschlander, M.E., J.B. Phillips, and U. Munro. 2012. Age-dependent orientation to magnetically-simulated geographical displacements in migratory Australian Silveryeyes (*Zosterops l. lateralis*). *The Wilson Journal of Ornithology* 124(3): 467-477.

Diaz-Montano, J., J. Fail, M.E., Deutschlander, B.A., Nault, and A.M. Shelton. 2012. Characterization of resistance, evaluation of the



attractiveness of plant odors and effect of leaf color on different onion cultivars to onion thrips (Thysanoptera: Thripidae). *Journal of Economic Entomology*. 105(2): 632-641.

Assistant Professor David Finkelstein – Geoscience

Finkelstein's research interests include:

- Exploring microbial life on the edge of hydration in lakes, seeps and hot springs, using aqueous (major anions and cations), stable isotope (O, D, and S), organic (molecular and compound specific) geochemistry combined with microbiological methodologies.
- Examining transitions within Holocene/Pleistocene, Cretaceous and Triassic lacustrine environments using biogeochemistry (biomarkers), stable isotope geochemistry (bulk and compound-specific) and mineralogy to characterize productivity, biodiversity, vegetation, and climate information.
- Investigating the use of polycyclic aromatic hydrocarbons and fusinite reflectance to ascertain signatures of biomass burning events, diagenetic processes, and records of combustion and burial, with implications for paleoclimate.

Recent publications include:

Nicoll, K., and Finkelstein, D.B., 2014 in press. Saline Lakes...A Logical Step in Exploring Habitability of "The Final Frontier." *Palaios*, 29. doi:

<http://dx.doi.org/10.2110/pal.2014.s0614>

\*Wei, J. H., Finkelstein, D. B., Brigham-Grette, J., Castañeda, I. S., Nowaczyk, N., 2014, Sediment colour reflectance spectroscopy as a proxy for wet/dry cycles at Lake El'gygytgyn, Far East Russia, during Marine Isotope Stages 8 to 12. *Sedimentology*.

Gierlowski-Kordesch, E., Finkelstein, D.B., Truchan Holland, J.J., Kallini, K.D., 2013, Carbonate lake deposits associated with distal siliciclastic perennial-river systems: *Journal of Sedimentary Research*, 83, 1114-1129.

Z.P. Taylor, S.P. Horn, and D.B. Finkelstein, 2013, Pre-Hispanic agricultural decline prior to the Spanish Conquest in southern Central America: *Quaternary Science Reviews*, 73, 196-200.

\*D'Anjou, R.M., J.H. Wei, I.S. Castañeda, J. Brigham-Grette, S. T. Petsch, and D.B. Finkelstein, 2013, High-latitude environmental change during MIS 8–12: biogeochemical evidence from Lake El'gygytgyn, Far East Russia. *Climate of the Past Discussions*, 8, 4745-4777.

\*D'Anjou, R.M., R.S. Bradley, N.L. Balascio and D.B. Finkelstein, 2012, Climate impacts on human settlement and agricultural activities in northern Norway, new insights from biogeochemistry: *Proceedings of the National Academy of Sciences*.

Professor John Halfman - Geoscience

John Halfman is intimately linked with creation and development of the Finger Lakes Institute at the Colleges, accumulating over \$4.2 million in funding over the past 4 years from state, federal and private foundation sources. Building on Lake Superior and the East African Rift Lake research before coming to HWS, his current research interests focus on the Finger Lakes and include the collection of limnological and hydrogeochemical data to investigate records of environmental change. Current projects include the hydrogeochemical impact of zebra mussels on these lakes, the source and fate of non-point source pollutants within these watersheds, and water quality variability between watersheds. He also investigates the high-resolution records of climate change that is preserved in the Holocene sediments of the Finger Lakes.

Recent grants include:

Owasco Lake Watershed Association, \$2,000 for one year. Support budget cuts to 2014 Owasco Lake & Stream Monitoring Proposal. (2014)

Cayuga County Legislation, \$72,700. Owasco Lake & Stream Monitoring Proposal. (2012-2014)

Recent publications include:

Halfman, J.D., 2014. What happened to our lake last summer? *Laker News*, Conesus Lake Association, Winter 2015 Issue, p. 8.

Halfman, J.D., G. Moralez, K. Coughlin, & N. Andrzejczyk, 2014. Owasco Lake, New York: Water Quality & Nutrient Sources, 2014 Findings. Finger Lakes Institute, Hobart and William Smith Colleges. 45 pp.

Halfman, J.D., 2014. A 2014 update to the chloride hydrogeochemistry in Seneca Lake, New York. Finger Lakes Institute, Hobart and William Smith Colleges. 27 pp.

Halfman, J.D., A. Cole\*, G. Morales\* & T. Goldstoft\*, 2013. Owasco Lake, New York: Water quality and Nutrient Sources, 2013 Findings. Finger Lakes Institute, Hobart and William Smith Colleges. 41 pp.

Halfman, J.D., E. Black\*, L. Carver Dionne\*, C. Ellis\* and P. Hackett\*, 2012. Owasco Lake, New York: Water quality and nutrient sources, a 2012 update. Finger Lakes Institute, Hobart and William Smith Colleges. 42 pp.

Halfman, J.D., D. Zorn, C. Roberson, L. Cleckner and S. Meyer, 2012. Seneca Lake Watershed Management Plan: Characterization and Evaluation. 139 pp.

Brown M., Curtin T., Gallagher C.\*, & Halfman J. (2012) Historic nutrient loading and recent species invasions caused shifts in water quality and zooplankton demography in two Finger Lakes (New York, USA) *Journal of Paleolimnology* 48(3): 623-639

Assistant Professor Jessica Hayes-Conroy - Women's Studies

Hayes-Conroy's research focuses on the intersection of food activism, bodily health, and socio-spatial difference. Trajectories and questions within this focus include an examination of the role that school garden and cooking gardens play in encouraging food-based social change, an analysis of dietary decolonization as a strategy of nutrition intervention, and a study of the impacts of the March 11, 2011 Japan disaster on the feeding habits of female caregivers in rural and urban contexts.

Recent publications include:

1. Published book, "Savoring Alternative Food: School Gardens, Healthy Eating and Visceral Difference (2014)
2. Co-editor to the book, "Doing Nutrition Differently: Critical Approaches to Diet and Dietary Intervention. (2013)

Assistant Professor Beth Kinne - Environmental Studies

Before joining the HWS faculty, Kinne worked as a municipal and water rights attorney in Garfield County, Colorado and spent a year in China researching the development of water rights law there. Professor Kinne's scholarly interests include environmental law, natural resource law, global water issues and business law. Most recently, she has focused on understanding and communicating the complex issues surrounding the development of the Marcellus Shale in NY State.

Recently Kinne published a book, "Beyond the Fracking Wars: A Guide for Lawyers, Public Officials, Planners and Citizens," co-edited with lawyer and educator Erica Levine Powers. 2013.

Associate Professor Neil Laird - Geoscience

Laird's research interests include mesoscale meteorology and regional climatology with a focus on lake-effect snow storms and severe weather as well as atmosphere-surface fluxes.

Laird was recently awarded a three-year grant totaling more than \$355,000 from the National Science Foundation to join a collaborative research project for the study of lake-effect snowstorms in Finger Lakes and Lake Ontario regions.

Assistant Professor Robin Lewis – Environmental Studies

Lewis' research interests include consumption studies, sustainable community development, environmental politics in Southeast Asia, and sustainability in higher education.

Recent publications include:

Lewis, R.A. and S.R. Davis. (2015). Forest certification, institutional capacity and learning: An analysis of the impacts of the Malaysian Timber Certification Scheme. *Forest Policy and Economics*, 52, 18-26.

Whalley, W.B., R.A. Lewis, A. Saunders, M. Buenamann, and P.C. Sutton. (2011). Curriculum development: Producing geographers for the 21st century. *Journal of Geography in Higher Education*, 35, 379-393.

Associate Professor Darrin Magee - Environmental Studies

Magee is a China geographer with political ecological leanings, as well as strong commitments to interdisciplinary work, foreign

languages, and area studies. His China research focuses primarily on large-scale hydropower in China, water provision/conservancy infrastructure such as the South-North water transfer, and rural energy provision in Yunnan (biogas.) Also, Magee studies geographies of garbage and waste including global political economies of waste and flows of garbage, environmental justice as relates to garbage and landfill siting (in the US and elsewhere), and electronic waste (e-waste), especially de-manufacturing of e-waste in China

Recent publications include:

1. Magee, Darrin. (December 2013) “The Politics of Water in Rural China: A Review of English-language Scholarship.”
2. Drennen, Tom and Darrin Magee (2012/2013). “Nuclear Power Prospects in a Post-Tsunami East Asia.”
3. Tullos, Desiree, Bryan Tilt, Darrin Magee, Aaron Wolf, Eric Foster-Moore, Eddie Schmitt, Francis Gassert, and Kelly Kibler (2013). “Biophysical, socioeconomic and geopolitical vulnerabilities to hydropower development on the Nu River, China.”
4. Magee, Darrin (Summer 2012). “Introduction to the Special Section: Research and Teaching on Asian Environmental Studies in the Liberal Arts Setting.”
5. Kibler, Kelly, Desirée Tullos, Bryan Tilt, Aaron Wolf, Darrin Magee, Francis Gassert (2014). “Vulnerabilities to hydropower development on the Nu River, China.”

Professor Jim MaKinster- Education

MaKinster’s scholarship at HWS has been a set of experiences that transcend the traditional boundaries created by most science and environmental educators. He has participated in projects that focus on global education, environmental studies, local watersheds, critical thinking and scientific inquiry in a variety of forms.

Recent publications include:

1. MaKinster, J.G., Trautmann, N. & Barnett, G. (2014). Teaching science and investigating environmental issues with geospatial technology: Designing effective professional development for teachers. Dordrecht, Netherlands: Springer.
2. Trautmann, N. & MaKinster, J. (2014). Scientists at work: Online multimedia vignettes enable students to experience the lives of working conservation scientists. *The Science Teacher*, Oct 2014: 39-45.
3. MaKinster, J. & Trautmann, N. (2014). The nature and design of professional development for using geospatial technologies to teach science. In (Eds.) J.G. MaKinster, N.M. Trautmann, & G.M. Barnett. *Teaching Science and Investigating Environmental Issues with Geospatial Technology: Designing Effective Professional Development for Teachers*. Dordrecht, Netherlands: Springer.
4. Trautmann, N. MaKinster, J. & Batek, M. (2013). What lives where and why? Understanding biodiversity through geospatial exploration. *American Biology Teacher*.
5. Barnett, M., MaKinster, J., Trautmann, N., Vaughn, M.H. & Mark S. (2013). Geospatial technologies: The present and future roles of emerging technologies in environmental education. In B. Stevenson, M. Brody, J. Dillon and A.E.J. Wals (Eds.), *International Handbook of Research on Environmental Education*. New York: Routledge.

Assistant Professor Kirin Makker - Architectural Studies

Makker’s scholarship concerns the planning and development of small towns and rural areas. My dissertation (Ph.D., 2010) was called *Building Main Street: Village Improvement and the Small Town Ideal*. It tells the story of citizen-led/governance-centered planning and design in small towns before the advent of professional planning and municipal works offices during the period from 1820s-1890s. I am currently preparing a revised version of the dissertation as a book manuscript centered on the American village improvement movement’s alignment with the development of scenic preservation in the nineteenth century. This manuscript is currently under consideration by UMass Press as part of their series *Critical Perspectives in the History of Environmental Design*. Makker is also working on a second research project, this one focused on the developmental history of small town America during its building boom, circa 1870-1930. In 2013-2014, I was honored with the award of a National Endowment for the Humanities fellowship to do research on the development of small town main streets using the trade catalog collection at Winterthur Museum and Library. I maintain a blog on this ongoing research, posting monthly, called “The Myths of Main Street.” This blog is aimed at a broad audience, as I hope this book will have wide appeal and be of interest to both planning scholars, professionals and the public.

Assistant Professor Whitney Mauer – Environmental Studies

Mauer’s scholarly interests include environmental inequalities; American Indian and indigenous environmental issues; and poverty,

development, and environment. Her research examines the complex ways that environmental issues intersect with issues of race and ethnicity, inequality and stratification, indigeneity, community, and development. She is in the process of developing a collaborative research project with the Lower Elwha Klallam Tribe, examining an environmental restoration project as a development strategy, in particular its effects on community, place, access to resources, and power.

#### Stanley Mathews – Architectural Studies

Mathews is HWS' resident authority on architectural history, theory and design. He also has expertise in design, drawing, woodworking, welding, sculpture, furniture making, graphic design, digital imaging, and structural engineering. Within the liberal arts setting of Hobart and William Smith Colleges, the wide range of my experience is an asset, and I derive great satisfaction from being able to use my range of skills. Mathews views the subject of architecture very broadly as a way of comprehending and shaping our surroundings, and as the quintessential convergence of disciplines. Architecture is inherently interdisciplinary discourse at the juncture between idealism and pragmatism, between art, physics, mathematics, psychology, anthropology, economics, politics and the environment, and he tries to convey these convergences in his teaching. Indeed, his teaching is essentially interdisciplinary. In classes, he constantly makes connections between architecture and philosophy, or related social and cultural histories.

#### Assistant Professor Nicholas Metz - Geoscience

Metz's scholarly interests include synoptic and mesoscale interactions, mesoscale convective systems near the Great Lakes, effects of high-impact weather on climate, and Southern Hemisphere cold surges.

Recent publications include:

Metz, N. D., H. M. Archambault, A. F. Srock, T. J. Galarneau Jr., and L. F. Bosart, 2013: A Comparison of South American and African Preferential Pathways for Extreme Cold Events. *Mon. Wea. Rev.*, 141, 2066–2086.

#### Beth Newell - Biology

Newell's research interests are in the areas of plant ecology, physiological ecology, community ecology, and tropical ecology. For example, she and her students have been comparing the physiology of related evergreen and deciduous plant species in a sphagnum bog north of Geneva, a fascinating community type that is now rare in western New York. The majority of her research publications focus on research completed on the physiology of trees and shrubs in the rainforests of Central America. A new focus for Newell's scholarship is international agricultural development and conservation. Because agriculture is the largest single land use in many developing countries, ensuring that agricultural activities are environmentally sustainable is key to protecting biodiversity and natural resources as well as improving the food security of human communities. Newell is a member of the HWS Fribolin Farm Steering Committee.

#### Craig Rimmerman – Political Science

Rimmerman's scholarly and research interests include lesbian and gay movements and public policy; the New Citizenship, and service-learning and the liberal arts.

Recently published works include:

Craig A. Rimmerman, *The Lesbian and Gay Movements: Assimilation or Liberation?* (2nd edition; published August 2014; dated 2015)

Craig A. Rimmerman, *The New Citizenship: Unconventional Politics, Activism, and Service* 4th edition (published July 2010; dated 2011)

#### Visiting Assistant Professor Tarah Rowse – Environmental Studies

Rowse's research interests include sustainability across the campus and energy policy. These interests are grounded in the study of sustainability transitions, drawing on the disciplines of natural sciences, policy, management, and social psychology. Furthermore, I use participatory action research to develop my investigations in partnership with community-based actors. This supports the translation of rigorous applied research to practical implementation

Recent publications include:

Local energy organizing in Vermont: a structural analysis of town energy committees and coordinators. Ph.D. research. 2014

“Teaching Sustainability at UVM - Sustainability Faculty Fellows: A Professional Development Program in Sustainability Education, 2009-2013.” Office of Sustainability: Burlington, VT. 2013.

**The website URL where information about sustainability research is available:**

<http://www.hws.edu/academics/envirostudies/>

# Support for Research

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
  - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
  - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
  - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
- 

"---" indicates that no data was submitted for this field

## Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

## A brief description of the institution's program(s) to encourage student research in sustainability:

1. The Carver and DeLaney Family Environmental Studies Endowment seeks to encourage and support student sustainability projects on the Hobart and William Smith campus and in local communities. Grant funding (up to \$1000) can be used toward supplies, materials and travel expenses. Students must obtain a staff or faculty project advisor. Awards are determined by the Office of Sustainability, in consultation with the Finger Lakes Institute, Environmental Studies program, and others on campus. Awards are based on criteria such as: anticipated impact on campus and/or local community sustainability efforts, student and project support by advising faculty/staff, and feasibility of the project.

2. The Environmental Research Fund supports environmental research projects in the amount of \$250 - \$1,000, which can be used for supplies, materials and travel expenses. Students enrolled in ENV 450 Independent Study or ENV 300/301 Senior Integrative Experience may apply. Early Career students are also encouraged to apply for this fund. Selection will be based on criteria such as: relevance to environmental studies, student motivation, preference to students early in their careers, feasibility of the project and student academic record. The Selection Committee is made up of both students and faculty.

3. The Kloman Fellowship Fund is designed to underwrite Hobart or William Smith student research projects about whales and the natural environment up to \$1,000, which may be used for supplies, materials, travel and living expenses. Students work with a faculty sponsor. Selection is determined by the Kloman Fund Selection Committee and is based on criteria such as: relevance to Kloman's interests, student motivation, feasibility of the project and the student's academic record.

4. The Environmental Sustainability Trustee Scholarship is awarded to students with a demonstrated commitment to environmental leadership, sustainability, energy and environmental policy, climate change science or policy, or similar. Students must submit the scholarship application along with all HWS application materials by January 15. Applicants must have an admissions interview by February 1. Sustainability Trustee scholars are awarded \$25,000 annually.

**The website URL where information about the student research program is available:**

<http://www.hws.edu/academics/envirostudies/research.aspx>

**Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:**

No

**A brief description of the institution's program(s) to encourage faculty research in sustainability:**

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**The website URL where information about the faculty research program is available:**

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**Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:**

Yes

**A brief description or the text of the institution's policy regarding interdisciplinary research:**

The HWS curriculum requires all students to experience interdisciplinary during their four years. Specifically, students are required to have either an interdisciplinary major or minor. Obviously, this requirement has led to a wide-range of interdisciplinary course offerings and has required that consideration is given to interdisciplinary teaching as part of the tenure review process. Each interdisciplinary program is required to submit a formal Standards and Criteria (SAC) document noting how interdisciplinary is evaluated. The following example is taken from the Environmental Studies SAC document.

Faculty members within the Environmental Studies program have a broad range of disciplinary and interdisciplinary interests, ranging from geoscience and biology to economics, sociology, religious studies, art, and literature. As such, scholarship within Environmental Studies must be evaluated in terms of standards relevant to that individual's disciplinary or interdisciplinary interests. If a candidate has clear disciplinary scholarship, then that person's scholarship should be evaluated by standards typical for his/her primary disciplinary interests. However, this does not imply that a faculty member in Environmental Studies should be bound by the Standards and Criteria (SAC) of another department at HWS, as Environmental Studies professors' research may be more interdisciplinary in nature than would be research solely acceptable by a disciplinary program. For example, an economist by training but located within the Environmental Studies program may have a more interdisciplinary research agenda and publication record than would be acceptable for the same candidate within an economics program.

In general, the burden falls to the candidate, his/her review team, and external reviewers to frame the importance of a scholar's research agenda and publications (or other commonly accepted forms of scholarship) from the perspective of the Environmental Studies program. This will usually require a thorough review of the candidate's statement of scholarship and her/his scholarly materials by the external reviewers, ideally other faculty affiliated with Environmental Studies at peer institutions during Review II and Review III. It is conceivable that a faculty member within Environmental Studies might have a more disciplinary scholarship record (such as the economics professor within the program but whose research is focused on economic issues and whose publication record would be suitable for scholarship in the economics department); in this case, the candidate and review committee may agree on review of scholarship by disciplinary faculty at other schools. In selecting outside reviewers for scholarship, the Environmental Studies Program may look towards national organizations for advice and possible reviewers. These national organizations include the National Council for Science and the Environment (NCSE), the Council of Environmental Deans and Directors (CEED), and the North East Environmental Studies (NEES) group. These national organizations are also valuable resources for faculty in Environmental Studies.

**The website URL where information about the treatment of interdisciplinary research is available:**

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**Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:**

No

**A brief description of the institution's library support for sustainability research and learning:**

The HWS Warren Hunting Smith Library supports the entire curriculum of the Colleges, including sustainability research. Some areas of the curriculum allow for inquiry into the many aspects of sustainability. The library includes 23 professional staff trained to work with faculty, students, and staff. Six days a week, the library staffs a Research Desk with a dedicated Research Consultation Room to assist faculty, students, and staff with their research needs, including topics related to sustainability.

The Finger Lakes Institute Information Clearinghouse is a collection of approximately 2,000 regionally-related documents of various media pertaining to the Finger Lakes environment, sustainable development, and economy. The expanding clearinghouse contains information, rare documents, citations, publications, and educational materials available to campus and regional residents to further advance awareness, knowledge, and understanding of the Finger Lakes' spheres of sustainability (economy, society, environment) related to decision making and management of the region's communities and natural resources. The FLI Information Clearinghouse is searchable within the HWS Library Collections.

**The website URL where information about the institution's library support for sustainability is available:**

<http://www.hws.edu/fli/resources.aspx>



# Access to Research

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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*"---" indicates that no data was submitted for this field*

**Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:**

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**Number of divisions covered by a policy assuring open access to research:**

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**A brief description of the open access policy, including the date adopted and repository(ies) used:**

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**A copy of the open access policy:**

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**The open access policy:**

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**The website URL where the open access repository is available:**

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**A brief description of how the institution's library(ies) support open access to research:**

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**The website URL where information about open access to the institution's research is available:**

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# Engagement

## Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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"---" indicates that no data was submitted for this field

**Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:**

Yes

**Number of degree-seeking students enrolled at the institution:**

2,372

**Name of the student educators program (1st program):**

Environmental Representative Program

**Number of students served (i.e. directly targeted) by the program (1st program):**

1,867

**A brief description of the program, including examples of peer-to-peer outreach activities (1st program):**

The Colleges' Environmental Representative Program ("EcoRep") covers all major residential space and is being piloted in a few small theme houses and academic buildings. The program is designed to provide student Environmental Representatives the skills and resources required to 1) monitor the environmental performance of their assigned buildings; 2) report any performance issues to building occupants and/or facilities (and the Office of Sustainability); and 3) to work with student residents to meet environmental performance goals. In addition, Environmental Representatives launched the Green Room Certification, now in its third year, to develop a resident engagement strategy that will help drive overall building environmental awareness and performance.

Environmental Representatives are also responsible for general programming in their space (targeting environmental issues of particular relevance to their hall) as well as implementing Office of Sustainability programming (Campus Conservation Nationals, RecycleMania, Reuse Collections, etc.)

**A brief description of how the student educators are selected (1st program):**

Student Environmental Representatives must fill out an application and go through a selection process that considers their environmental interests and willingness to engage their peers in sustainability programming.

**A brief description of the formal training that the student educators receive (1st program):**

Student Environmental Representatives (EcoReps) return to campus the week before Orientation and participate in a four-day intensive training that covers skill training (programming, volunteer recruitment, etc.) and HWS Sustainability practices, policies and structures (the Climate Action Plan, Support/Resources - cleaning services, residential education, buildings and grounds, and basic building functions - HVAC, waste management, water, etc.).

**A brief description of the financial or other support the institution provides to the program (1st program):**

The Office of Sustainability currently employs one paid student environmental representative coordinator and allocates funding to support EcoRep programming.

EcoRep programming is supported through the Office of Sustainability and the Energy and Climate Committee.

**Name of the student educators program (2nd program):**

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**Number of students served (i.e. directly targeted) by the program (2nd program):**

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**A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):**

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**A brief description of how the student educators are selected (2nd program):**

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**A brief description of the formal training that the student educators receive (2nd program):**

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**A brief description of the financial or other support the institution provides to the program (2nd program):**

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**Name of the student educators program (3rd program):**

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**Number of students served (i.e. directly targeted) by the program (3rd program):**

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**A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):**

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**A brief description of how the student educators are selected (3rd program):**

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**A brief description of the formal training that the student educators receive (3rd program):**

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**A brief description of the financial or other support the institution provides to the program (3rd program):**

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**Name(s) of the student educator program(s) (all other programs):**

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**Number of students served (i.e. directly targeted) by all other student educator programs:**

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**A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):**

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**A brief description of how the student educators are selected (all other programs):**

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**A brief description of the formal training that the student educators receive (all other programs):**

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**A brief description of the financial or other support the institution provides to the program (all other programs):**

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**Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:**

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**The website URL for the peer-to-peer student outreach and education program(s):**

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# Student Orientation

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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*"---" indicates that no data was submitted for this field*

## **The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:**

100

## **A brief description of how sustainability is included prominently in new student orientation:**

Sustainability is incorporated throughout all aspects of Orientation - composting at all events; reusable water bottles distributed to all first years (no disposable cups or water bottles provided, etc.); and CFL exchanges during move-in at all residence halls.

In addition, the Office of Sustainability has a 1.5 hour session with all first years during Orientation where campus sustainability practices are taught and reinforced through a sustainability sprint to properly sort waste - all first years actively participate (sort waste etc.).

## **The website URL where information about sustainability in student orientation is available:**

<http://www.hws.edu/about/green/>



## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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### Submission Note:

More information on ORAP is available here,  
[http://www.hws.edu/studentlife/recreation\\_facilities.aspx](http://www.hws.edu/studentlife/recreation_facilities.aspx)

"---" indicates that no data was submitted for this field

**Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:**

	<b>Yes or No</b>
<b>Active student groups focused on sustainability</b>	Yes
<b>Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems</b>	Yes
<b>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</b>	No
<b>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</b>	No
<b>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</b>	Yes
<b>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</b>	Yes
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	Yes
<b>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</b>	Yes
<b>Programs through which students can learn sustainable life skills</b>	Yes
<b>Sustainability-focused student employment opportunities offered by the institution</b>	Yes

<b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b>	No
<b>Other co-curricular sustainability programs and initiatives</b>	No

**The name and a brief description of each student group focused on sustainability:**

- 1) Campus Greens: advocate sustainable practices on campus and encourage a healthy, environmentally conscious lifestyle within our community.
- 2) Environmental Representatives ("EcoReps"): student volunteers who work directly with the Office of Sustainability to develop and oversee various sustainability programs, including Recyclemania, Campus Conservation Nationals, Green Room Certification program, Sustainable Orientation programming, and others;
- 3) Sustainable Foods Club: working to raise campus awareness about local/sustainable foods and manage the campus garden;
- 4) Real Food Challenge Working Group: group of volunteer students committed to the adoption of more healthy, affordable, local, and sustainable foods on and off campus through tracking HWS food purchases

**The website URL where information about student groups is available:**

<https://hws.collegiatelink.net/Organizations>

**A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:**

**Farm:** Fribolin Farm at Hobart and William Smith Colleges is located one mile from the main campus. It consists of 34 acres of farmland, ponds, and pasture with various buildings. The tillable land has been farmed organic for the past several years by a local farmer. The HWS Farm Committee was formed in spring 2014 to help oversee the strategic development of the HWS Fribolin Farm. So far, several classes have focused research and projects on the farm, including, for example, two environmental studies Senior Integrative Experience classes, biology courses, women's studies courses, and other classes. Projects have included the installation of a large high tunnel, growing fresh greens for a local lunch program hosted for those in need, soil research, and growing vegetables for food preparation.

**Campus Garden:** HWS has consolidated two student-run organic gardens on campus to one larger garden (45'x60') that is run by the Sustainable Foods Club and summer students. The garden was developed out of a senior environmental studies capstone project to be managed as a permaculture garden with six raised beds, a spiral herb garden, and six cold frames. The HWS Campus Garden is supported by HWS Buildings and Grounds, Finger Lakes Institute, and the Office of Sustainability.

**High Tunnel:** In 2014, Sustainable Living and Learning Community first-year students installed a 20'x48' high tunnel at the HWS Fribolin Farm which provided cover for the first fall/winter harvest in 2014. The farm has become a field site for class use, pilot projects, and co-curricular programming.

**Service:** Since spring 2012, the Finger Lakes Institute has coordinated and led an annual "Wake the Farm" Alternative Spring Break Trip for Hobart and William Smith College students to dedicate an entire week of service to supporting the local and regional farm community. The mission of the trip is to support sustainable agriculture and become more aware of our local and regional food system. Students are encouraged to source their meal plan for the week as locally and sustainably as possible. In spring 2014, cooking parties prior to the trip were arranged in order to prepare food for consumption in advance. The program is led and coordinated by HWS Finger Lakes Institute staff Sarah Meyer in partnership with the HWS Center for Community Engagement and Service Learning.

The crops grown on the campus farm have received care from student volunteers involved with the Colleges' Day of Service, Orientation 2014, and students available after hours during summer science research. In 2014, HWS students participated in Day of Service in which they volunteered for the Growing Geneva Together Community Garden program and Geneva Peeps, a local egg cooperative. Among their tasks, students constructed raised beds, a fence, and shed, and distributed flyers to residents advertising the community gardening opportunity.

Tomato Patch Project: The first harvest at the farm was 120 lbs. of tomatoes grown by student interns of the HWS Finger Lakes Institute for use by the Office of Religious Life's weekly Pasta Night events during fall 2014.

Greens Growing Project: Through a partnership between the 15 students enrolled in the fall 2014 Senior Integrative Experience class and the Finger Lakes Institute, salad ingredients (greens, carrots and radishes) were grown in the HWS Fribolin farm's high tunnel resulting in 12 lbs. of food donated in November 2014 to the local Geneva Lunch Program.

Grateful Plate Event: Butternut squash, grown at the farm by the Sustainable Living Learning Community (SLLC), was utilized in soup served at a "giving thanks" event, in partnership with the Office of Religious Life, Finger Lakes Institute, Center for Community Engagement and Service Learning, and Intercultural Affairs and the SLLC.

Roots and Shoots: HWS Associate Professor of Geoscience Nan Crystal Arens coordinates our local Roots and Shoots program. Roots and Shoots is an international environmental education and service club for children and youth sponsored by the Jane Goodall Institute. The Seneca Roots and Shoots is an extracurricular program that meets weekly during the academic year with an average attendance of 15-20 children ages 3-10. Every year, Professor Arens recruits HWS students to volunteer weekly at the Roots and Shoots program.

**The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:**

[http://www.hws.edu/fli/projects\\_agriculture.aspx](http://www.hws.edu/fli/projects_agriculture.aspx)

**A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:**

N/A

**The website URL where information about the student-run enterprise(s) is available:**

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**A brief description of the sustainable investment or finance initiatives:**

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**The website URL where information about the sustainable investment or finance initiatives is available:**

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**A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:**

Launched in spring 2012, HWS annually offers the Sustainable Community Development Lecture Series, which connects students, faculty and the community with environmental issues of the region. It consists of three to five lectures each semester that are free and open to the public. ENV 101 students are required to attend. The lectures span a wide range of sustainability-focused and related topics, including, but not limited to, our built environment, agriculture and food systems, energy, water, materials management, community development and civic engagement. Recent speakers include David Orr, the Paul Sears Distinguished Professor of Environmental Studies and Politics and special assistant to the President of Oberlin College. Dr. Orr also is the visionary of the Oberlin Project, an all-encompassing joint venture between Oberlin College and its home community to create a thriving, sustainable, and environmentally friendly Oberlin. In addition, the speaker series in 2013 also hosted Douglas Farr, founder of Farr Associates, a sustainable architectural and planning firm.

HWS celebrates Earth Day each year with various speakers, films, activities and programs. During Earth Week 2014, the Colleges hosted Malik Yakini, founder and interim executive director of the Detroit Black Community Food Security Network, which operates a four-acre farm in Detroit. Yakini also spearheaded efforts to establish the Detroit Food Policy Council, which he chairs. On campus, Yakini gave his talk, "Fostering Food Security and Food Justice." Pulitzer Prize finalist William Souder also visited HWS to discuss, "Rachel Carson and the Origins of Environmentalism." The Sustainable Foods Club hosted a dinner and a movie with the screening of the documentary, "A Place at the Table" and the documentary, "Dirt: The Ecstatic Skin of Earth" was shown earlier in the week.

Since fall 2013, HWS also has celebrated Food Day by hosting festivities throughout an entire week, including guest speakers, an on-campus farmers market, screenings of films/documentaries, and locally-focused meals offered at the campus dining hall, as well as other food-related events.

The HWS President's Forum Series, established in the winter of 2000 by President Mark D. Gearan, is designed to bring a variety of speakers to campus to share their knowledge and ideas with students, faculty, staff of the Colleges, as well as with interested community members. Guests of the on-campus series have often addressed sustainable topics. Past speakers and their respective lectures include: Gus Schumacher, the Former Undersecretary of Agriculture, with his talk, "The Right to Bear Farms: Agriculture, Nutrition, and America's Health;" Cleveland L. Sellers Jr., president of Voorhees College, for his talk, "Freedom is a Constant Struggle;" Physicist Amory B. Lovins, co-founder, Chair, and Chief Scientist of Rocky Mountain Institute, with his talk, "Reinventing Fire: Bold Business Solutions for the New Energy Era;" and Ellen Gustafson, founder and executive director of the 30 Project and co-founder of FEED Projects, with her talk, "A New Understanding of Hunger, Obesity and the Food System."

The Colleges also offer numerous and varied events throughout the year that are available to members of the HWS community and beyond. For example, more than a dozen experts converged on campus to discuss human-environment relations in Asia, spanning from Japan and China to Uzbekistan and Cambodia, during the fourth biennial "Half the World: Environment, Culture, and Sustainability in East Asia" Symposium funded by the Henry Luce Foundation. In addition, the Finger Lakes Institute also hosts seminars, "green bag" lunches, workshops and panel discussions.

**The website URL where information about the event(s) is available:**

[http://www.hws.edu/fli/flcdc\\_speakers.aspx](http://www.hws.edu/fli/flcdc_speakers.aspx)

**A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:**

The Educational Exhibit Area at the HWS Finger Lakes Institute (FLI) hosts multiple public exhibits that present information focused on the region's scientific history, ecological health, and agricultural significance. "A Working History of Food and Farming in the Finger Lakes" is the exhibit that's currently on display in spring 2015. It illuminates a range of interrelated material, including HWS Fribolin Farm history; the Colleges' historic commitment to our regional food systems by our students, faculty, and staff; and the importance of agriculture and food processing as an economic driver of the Finger Lakes economy.

The FLI Classroom hosts “Illustrate the Finger Lakes,” which welcomes local artists, students, and HWS employees to display their artistic interpretations of the Finger Lakes region’s natural environment as a way to emphasize the interdisciplinary approach to learning and living sustainably. The FLI also is currently exhibiting “Mottainai” (translated a shame to waste), a photographic reflection of Japan’s eco-consciousness and culture compared to the Finger Lakes.

#### Arts Experience Rain Barrel Painting

In spring 2014, Rachel Newcomb ’15 constructed four rain barrels and coordinated a corresponding workshop for the annual Arts Experience, a festival that brings together people with intellectual and other developmental disabilities, members of the HWS community, and the general public to explore various means of expression through the arts. The rain barrels were then included in a Geneva Neighborhood Resource Center and the Arts Experience Gala Silent Auction. The decorative rain barrels were later installed along Main Street in Geneva, the home community of Hobart and William Smith Colleges.

#### Campus Greens Flash Mob at Scandling Center

The “Green Handed” campaign at HWS is an initiative that highlights and emphasizes the importance of living a sustainable lifestyle. In 2012, for example, students involved in Campus Greens organized a “flash mob” event outside of the Scandling Campus Center as part of the campaign. For the event, a compostable cup was placed on the ground outside the café area, and when someone walked by and properly put the item in a compost receptacle, the Campus Greens would launch into a “flash mod,” giving their applause and cheers so that attention could be given to the appropriate means of disposal. Video was taken of the event and it was shared on social media to bring notice to the creative ways that members of the HWS community can get caught “Green Handed.”

As part of her efforts with Real Food Challenge working group, FLI intern Mekala Bertocci ’14 collaborated with members of the HWS Sustainable Foods Club to create a colorful 12’x20’ canvas banner that reads “Real Food Wheel.” The banner has been continually displayed at the on-campus HWS farmers markets.

The Colleges hosted the Wild and Scenic Film Festival in 2013, which seeks to increase groundswell for the environmental movement by using film to inspire activism and motivate people to take action. Some of the sustainability-related films shown on campus with accompanying panel discussions include:

Spanish Club Film Series, “The Land to Your Table” documentary screening (October 2013)

“A Place at the Table” (October 2014)

“American Meat” (March 2013)

“Ingredients” (October 2013)

“Brunswick” (February 2013)

“Chasing Ice” (April 2013)

#### **The website URL where information about the cultural arts event(s) is available:**

<http://www.hws.edu/fli/illustrate.aspx>

#### **A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:**

The Pre-Orientation Adventure Program (POAP) is an optional, five-day outdoor adventure offered from in August to incoming first-year Hobart and William Smith students. The program provides a chance to experience hiking, kayaking, or participating in a community service program in the greater Geneva area. Students also get a chance to meet classmates, learn new skills, ease into the collegiate lifestyle, and have a bit of fun before formal Orientation and classes start. Backpacking and kayaking trip destinations include in the Adirondack Mountains and Finger Lakes Region.

The Outdoor Recreation Adventure Program (ORAP) funds and schedules outdoor excursions and activities, including weekend and day trips. In addition, a student-built climbing wall is available to interested members of the HWS community during specified hours.

ORAP maintains a rental center that offers a modest inventory of equipment. The rental center possesses resource material such as maps and trail guides to assist students in planning and conducting their own outdoor activities. Located in Bristol Field House, the rental center is open on a part-time basis Mondays through Fridays during the school year and employs students who are knowledgeable about outdoor equipment and experiences.

**The website URL where information about the wilderness or outdoors program(s) is available:**

<http://www.hws.edu/studentlife/orientation/poap.aspx>

**A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:**

Beginning in fall 2014, a three-year pilot of the Sustainable Living Learning Community launched with 56 first year students. The two-semester long living learning community investigates the intersection of sustainability and consumption with a particular emphasis on the relationship between local actions and global effects. In the fall 2014 semester, 56 students took one of four sections of the same first year seminar, "Consuming the World," each section taught by a different faculty member. All four sections meet together once per week for a common experience (e.g. guest speaker, focused discussion, field trip, small project, etc.). In the spring, students remain in the sections, taking a linked course that extends learning throughout the year to create an integrated, interdisciplinary experience. For the entire year, all students of the Sustainable Living Learning Community live with one another in the same residence hall to help improve co-curricular opportunities, build community, and better link the classroom to daily life.

**The website URL where information about the theme is available:**

[http://www.hws.edu/studentlife/orientation/lc\\_sustainable.aspx](http://www.hws.edu/studentlife/orientation/lc_sustainable.aspx)

**A brief description of program(s) through which students can learn sustainable life skills:**

The Colleges offer a Green Room Certification for students who have set up their rooms and adopted behaviors that meet Office of Sustainability developed, and environmental representative vetted, guidelines. The Office of Sustainability coordinates the EcoRep program where students can learn about how to live more sustainably, while helping HWS achieve climate neutrality by 2025.

Additionally, the Sustainable Living Learning Community directly engages with 56 first year students through curriculum and co-curricular programs. For the entire year, all students of the Sustainable Living Learning Community live with one another in the same residence hall to help improve co-curricular opportunities, build community, and better link the classroom to daily life.

Since spring 2012, the Finger Lakes Institute has coordinated and led an annual "Wake the Farm" Alternative Spring Break Trip for Hobart and William Smith College students to dedicate an entire week of service to supporting the local and regional farm community. The mission of the trip is to support sustainable agriculture and become more aware of our local and regional food system. Students are encouraged to source their meal plan for the week as locally and sustainably as possible. In spring 2014, cooking parties prior to the trip were arranged in order to prepare food for consumption in advance. The program is led and coordinated by Finger Lakes Institute staff Sarah Meyer in partnership with the HWS Center for Community Engagement and Service Learning.

**The website URL where information about the sustainable life skills program(s) is available:**

[http://www.hws.edu/about/green/take\\_action.aspx](http://www.hws.edu/about/green/take_action.aspx)

**A brief description of sustainability-focused student employment opportunities:**

The Office of Sustainability hires interns throughout the academic year and during the summer. For the past two semesters, five senior EcoReps have been hired to lead smaller groups of EcoReps. Additionally, the Office of Sustainability hires an EcoRep Coordinator annually, GHG Inventory Intern, and others on an as needed basis.

The Finger Lakes Institute also offers continuous paid opportunities for students in the fields of environmental stewardship, food and agriculture systems, environmental education, sustainability research, and others. Under the Finger Lakes Institute Community Development Center, up to five student interns have been hired each summer for the past three summers to conduct several community development projects with local organizations and municipalities.

Since 1987, HWS has offered diverse student employment opportunities, including sustainability-focused, through the Undergraduate Research Program. This year's opportunities include projects with faculty mentors on campus in environmental studies, biology, chemistry, geosciences, physics, psychology, sociology, anthropology, math education, and mathematics. A few examples of summer opportunities this year include:

- Integrating Sustainability Across the Curriculum
- Finger Lakes Sustainable Economic Development Internship
- Aquatic Invasive Species – Early Detection and Rapid Response
- Dispersal and Ecological Impacts of Invasive Species in the Finger Lakes
- Audubon Seabird Internship
- Ethics of Community Resilience

With the support of the Tree Campus Committee, the Finger Lakes Institute and Office of Sustainability, HWS have employed several Urban Forestry student interns in the past few years. Since 2012, HWS student interns conducted an inventory of nearly 800 trees on campus for the application of the US Forest Service iTree Streets software, an analysis tool created and used to calculate the monetary and environmental value of urban forests.

Since summer 2012, several HWS student interns have researched and analyzed the local food system for promoting economic vitality and food security within the Finger Lakes region and in New York State. Student interns have investigated the feasibility of vertical integration of all possible links in the pre-consumer supply chain for local food including production, distribution, processing, large institutions, and possibly restaurants. Other student interns focused on the utilization of more sustainable food (e.g. fair trade, organic, humane, etc.) at the HWS campus dining facilities. These efforts have fostered and supported our Real Food Challenge student working group in efforts to bring more sustainable foods to the HWS campus.

**The website URL where information about the student employment opportunities is available:**

[http://www.hws.edu/academics/pdf/research\\_opps.pdf](http://www.hws.edu/academics/pdf/research_opps.pdf)

**A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:**

N/A

**The website URL where information about the graduation pledge program is available:**

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**A brief description of other co-curricular sustainability programs and initiatives:**

Finger Lakes Institute (FLI) is the home of co-curricular sustainability programs and initiatives at HWS. The FLI is dedicated to the promotion of environmental research and education about the Finger Lakes and surrounding environments. In collaboration with regional [Campus Sustainability Data Collector](#) | [AASHE](#)



environmental partners and state and local government offices, the Institute fosters environmentally-sound development practices throughout the region, and disseminates accumulated knowledge to the public.

The goals of the FLI are to:

- Advance, coordinate, and disseminate scientific understanding about the Finger Lakes environment;
- Provide interdisciplinary training for the next generation of environmental researchers, educators, and policy makers;
- Serve as a clearinghouse for environmental information about the region;
- Enhance understanding of environmental issues by regional policy makers and the public;
- Promote models that integrate economic, environmental, and social impacts of specific economic development strategies; and
- Create and disseminate educational resources and opportunities at all levels.

These goals are accomplished through four primary program areas:

Research projects carried out by FLI faculty and collaborators are often interdisciplinary and primarily focused on water quality and other issues relevant to the Finger Lakes region. Research projects provide background information and insights about the local environment and systems.

Education is focused on developing curricular materials and resources that support and extend middle school and high school inquiry-based environmental education. The FLI creates, disseminates, and coordinates a variety of educational initiatives in the Finger Lakes region including the Science on Seneca and Stream Monitoring programs.

Community Outreach promotes knowledge, resources, and life experiences leading to stewardship of the Finger Lakes. Programming is targeted to a variety of learners and ages to inspire participants to become active and knowledgeable citizens of the Finger Lakes.

Economic Development and environmental quality are inextricably linked in the Finger Lakes region. Comprehensive land use planning, policy development, and sustainable enterprise can help to simultaneously support and promote economic vitality and environmental protection in the region.

**The website URL where information about other co-curricular sustainability programs and initiatives is available:**

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# Outreach Materials and Publications

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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### Submission Note:

Many materials are produced in hardcopy and/or online formats (e.g. comprehensive alternative energy handout is given to all students in hardcopy form and handed out with Student Handbook, while trolley schedules, for example, are available online).

"---" indicates that no data was submitted for this field

**Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :**

**Yes or No**

<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes
<b>A sustainability newsletter</b>	Yes
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	Yes
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	No
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	No
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	Yes
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

**A brief description of the central sustainability website:**

The HWS Sustainability website is overseen by the Office of Sustainability and managed by the Office of Communications. The site features a range of important content, including student resources, student sustainability grants, significant documents/sustainability notices, recent news, link and additional information.

**The website URL for the central sustainability website:**

<http://www.hws.edu/about/green>

**A brief description of the sustainability newsletter:**

The Finger Lakes Institute (FLI) publishes a monthly electronic newsletter. The newsletter includes columns dedicated to HWS sustainability initiatives, community development center concepts, environmental education, Finger Lakes invasive species, and food systems. The FLI newsletter has readership throughout the Finger Lakes region, and HWS students, faculty, and staff can also subscribe to receive it free of charge.

The Office of Sustainability recently published a five-year update, which includes the HWS sustainability mission, sustainability strategic goals, notable milestones, notable campus guests/lecturers, and significant achievements.

**The website URL for the sustainability newsletter:**

<https://flihappenings.wordpress.com/>

**A brief description of the social media platforms that focus specifically on campus sustainability:**

Both the Office of Sustainability and Finger Lakes Institute are active on Facebook and Twitter. Facebook and Twitter are used to post campus sustainability initiatives, programs, events, while also informing followers of local, regional, and global sustainability events.

**The website URL of the primary social media platform that focuses on sustainability:**

<https://www.facebook.com/SustainabilityAtHws>

**A brief description of the vehicle to publish and disseminate student research on sustainability:**

Research is disseminated through the Finger Lakes Institute, Environmental Studies program, and Office of Sustainability websites. Specifically, the Finger Lakes Institute monthly e-newsletter is used as a platform to disseminate student, faculty, and staff research on sustainability.

**The website URL for the vehicle to publish and disseminate student research on sustainability:**

<https://flihappenings.wordpress.com/>

**A brief description of building signage that highlights green building features :**

The Lucid Design Group building dashboard is permanently located in one of the largest residential halls on campus. The dashboard displays real-time electricity and natural gas usage for five campus buildings. HWS also has a mobile dashboard that is used for events and programs throughout campus.

The Finger Lakes Institute offers signage about building awards, Tree Campus USA plaque, and HWS sustainability awards. In addition, there is a walking tour and guide sheet of the FLI building that highlights many of the sustainability features of the building including the geothermal heating system, low VOC furnishings and finishes, rain garden, and adaptive re-use of an 1890s-built building.

Additionally, during orientation, Food Week, Earth Week, and for other sustainability-related events and programs throughout the year, posters and signs are hung around campus reminding students, faculty, and staff about sustainability behaviors on campus.

**The website URL for building signage that highlights green building features :**

<http://buildingdashboard.net/hws/#/hws/>

**A brief description of food service area signage and/or brochures that include information about sustainable food systems:**

Signage is located in the Colleges' various dining services locations and includes information about the source of the food, healthy choices, local products, and any qualities associated with growing practices (organic, fair trade etc.). In Saga, the main dining hall, one board is dedicated to sustainability efforts of dining services.

**The website URL for food service area signage and/or brochures that include information about sustainable food systems:**

<https://hwsdining.sodexomyway.com/planet/local.html>

**A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:**

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**The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:**

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**A brief description of the sustainability walking map or tour:**

The Colleges are an Arbor Day Tree Campus USA campus. We have a "Heritage of Trees" walking tour that highlights the wide variety of campus trees. There are more than 1,500 established trees on campus from 42 genera and 73 species. Of note, there is a red oak that is more than 200 years old, a 150 year-old Austrian pine, more than 100 year-old beech trees and a very rare osage orange tree. Self-guided campus tree tours are available through the Office of Advancement or visitors can print out our Map of Unusual Trees. Approximately 28 campus trees have been tagged with a label so visitors can more easily identify them.

**The website URL of the sustainability walking map or tour:**

<http://www.hws.edu/about/trees.aspx>

**A brief description of the guide for commuters about how to use alternative methods of transportation:**

The Colleges have a variety of alternative transportation options available (e.g. bike share program, Zipcar, trolley service). These programs are coordinated between the Office of Sustainability and Division of Student Affairs. Information about alternative transportation options is also made available during the Green Room and Green Office Certifications. Additionally, all alternative methods of transportation will be explained on the Office of Sustainability website.

Additionally, all alternative methods of transportation will be explained on the Office of Sustainability website

**The website URL for the guide for commuters about how to use alternative methods of transportation:**

[http://www.hws.edu/about/green/student\\_resource.aspx](http://www.hws.edu/about/green/student_resource.aspx)

**A brief description of the navigation and educational tools for bicyclists and pedestrians:**

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**The website URL for navigation and educational tools for bicyclists and pedestrians:**

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**A brief description of the guide for green living and incorporating sustainability into the residential experience:**

The guide goes out to students during Orientation and is reinforced with various Green Room Certification handouts.

**The website URL for the guide for green living and incorporating sustainability into the residential experience:**

[http://www.hws.edu/about/green/take\\_action.aspx](http://www.hws.edu/about/green/take_action.aspx)

**A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:**

A student worker in the Office of Communications is appointed to help the Office of Sustainability manage communications materials. Sustainability coverage appears in The Herald student newspaper as well as regularly in the Office of Communications' "Daily Update," which publishes articles on a daily basis on the various events and news around campus. Captioned photos representing sustainability initiatives (e.g. competitions, sustainable lunch during Orientation, environmental cleanup initiatives) have been featured in the Colleges' "This Week in Photos," a prominent and popular feature of the website.

**The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:**

<http://hwstheherald.com/wordpress/>

**A brief description of another sustainability publication or outreach material not covered above (1st material):**

The Finger Lakes Institute manages communications/publications regarding both regional and campus sustainability activity in a monthly community newsletter.

**The website URL for this material (1st material):**

<http://www.hws.edu/fli/news.aspx>

**Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):**

Yes

**A brief description of this material (2nd material):**

The Pulteney Street Survey, the official alumni and alumnae magazine of the Colleges, frequently carries information about the sustainability efforts and successes taking place at HWS. For instance, the summer 2013 issue was dedicated to the sustainability topic, “water.” From faculty members who are experts on hydrofracking to parents who have dedicated their careers to finding global water solutions, the Colleges presented an interwoven portrait of alums, parents and students with water at the nexus.

**The website URL for this material (2nd material):**

<http://www.hws.edu/alumni/pssurvey/pssurvey.aspx>

**Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):**

No

**A brief description of this material (3rd material):**

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**The website URL for this material (3rd material):**

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**Does the institution produce another sustainability publication or outreach material not covered above? (4th material):**

No

**A brief description of this material (4th material):**

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**The website URL for this material (4th material):**

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**Does the institution produce another sustainability publication or outreach material not covered above? (5th material):**

No

**A brief description of this material (5th material):**

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**The website URL for this material (5th material):**

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**Does the institution produce another sustainability publication or outreach material not covered above? (6th material):**

No

**A brief description of this material (6th material):**

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**The website URL for this material (6th material):**

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**Does the institution produce another sustainability publication or outreach material not covered above? (7th material):**

No

**A brief description of this material (7th material):**

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**The website URL for this material (7th material):**

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**Does the institution produce another sustainability publication or outreach material not covered above? (8th material):**

No

**A brief description of this material (8th material):**

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**The website URL for this material (8th material):**

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# Outreach Campaign

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

### *Part 2*

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
  - Additional members of a mailing list or group
- 

*"---" indicates that no data was submitted for this field*

**Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:**

Yes

**Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:**

Yes

**The name of the campaign (1st campaign):**

Campus Conservation Nationals (CCN)

**A brief description of the campaign (1st campaign):**

CCN is organized by the Lucid Design Group and is an energy and water conservation competition. HWS has participated in CCN for four consecutive years. HWS uses the Lucid dashboard and CCN competition to encourage students to be aware of their energy use and alter behavior in order to reduce campus energy use.

**A brief description of the measured positive impact(s) of the campaign (1st campaign):**

HWS had five buildings participate in CCN fall 2014. Programming and events resulted in a 5% reduction in energy consumption (halls did not participate in water conservation). In addition, HWS won CCN's fall 2014 New York Negawatt Challenge, an energy reduction competition among the members of the New York Six Consortium: Hobart and William Smith Colleges, Colgate University, Hamilton College, Skidmore College, St. Lawrence University, and Union College.

**The website URL where information about the campaign is available (1st campaign):**

<http://buildingdashboard.net/hws/#/hws//>

**The name of the campaign (2nd campaign):**

Recyclemania

**A brief description of the campaign (2nd campaign):**

RecycleMania is a waste reduction and diversion competition. This year HWS is participating in our sixth consecutive RecycleMania competition. RecycleMania is used to improve awareness around more sustainable materials management on campus.

**A brief description of the measured positive impact(s) of the campaign (2nd campaign):**

Students, faculty, and staff are sent periodic reminders and updates regarding RecycleMania. RecycleMania acts to build campus awareness around recycling and better materials management practices. RecycleMania tracks weekly recycling, compost, and other waste diversion numbers. This data is used to improve sustainable materials management education, programming, and infrastructure.

**The website URL where information about the campaign is available (2nd campaign):**

<http://www.hws.edu/about/green/recyclemania.aspx>

**A brief description of other outreach campaigns, including measured positive impacts:**

The Office of Sustainability oftentimes partners with ENV 204, "Geography of Garbage," to hold waste audits in front of our main student center, the Scandling Campus Center. The Colleges will be holding two waste audits in spring 2015, one in March and one during Earth Week. Waste audits are used to raise awareness of our disposal habits and also as a means of data collection to better understand residential recycling and trash. This information is used to improve sustainable materials management education, programming, and infrastructure.

# Employee Educators Program

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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"---" indicates that no data was submitted for this field

**Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:**

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**Total number of employees:**

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**Name of the employee educators program (1st program) :**

---

**Number of employees served by the program (1st program):**

---

**A brief description of how the employee educators are selected (1st program):**

---

**A brief description of the formal training that the employee educators receive (1st program):**

---

**A brief description of the staff and/or other financial support the institution provides to the program (1st program):**

---

**The website URL where information about the program is available (1st program):**

---

**Name of the employee educators program (2nd program):**

---

**Number of employees served by the program (2nd program):**

---

**A brief description of how the employee educators are selected (2nd program):**

---

**A brief description of the formal training that the employee educators receive (2nd program):**

---

**A brief description of the financial or other support the institution provides to the program (2nd program):**

---

**The website URL where information about the program is available (2nd program):**

---

**Name(s) of the employee educator program(s) (all other programs):**

---

**Number of employees served by all other programs:**

---

**A brief description of how the employee educators are selected (all other programs):**

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**A brief description of the formal training that the employee educators receive (all other programs):**

---

**A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):**

---

**The website URL where information about the program(s) is available (all other programs):**

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# Employee Orientation

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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*"---" indicates that no data was submitted for this field*

**The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:**

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**A brief description of how sustainability is included in new employee orientation:**

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**The website URL where information about sustainability in new employee orientation is available:**

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# Staff Professional Development

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
  - The opportunity to participate in an institutional sustainability committee or group
- 

*"---" indicates that no data was submitted for this field*

**Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:**

---

**A brief description of the sustainability trainings and professional development opportunities available to staff :**

---

**The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:**

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**The website URL where information about staff training opportunities in sustainability is available:**

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# Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

<b>Credit</b>
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network



# Community Partnerships

**Responsible Party**

**Adam Maurer**  
 Sustainability Manager  
 Office of Sustainability

**Criteria**

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**C.Transformative**

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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---" indicates that no data was submitted for this field

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:**

Yes

**A brief description of the institution’s supportive sustainability partnership(s) with the local community:**

The Finger Lakes Institute of the Colleges has established partnerships with school districts in the region. The Institute's programs include Science on Seneca, The Finger Lakes Regional Stream Monitoring Program, Environmental Studies Summer Youth Institute, and various workshops focused on water resources, environmental quality, and sustainability in the Finger Lakes region.

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:**

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**A brief description of the institution's collaborative sustainability partnership(s):**

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**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:**

---

**A brief description of the institution's transformative sustainability partnership(s) with the local community:**

---

**A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:**

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**The website URL where information about sustainability partnerships is available:**

<http://www.hws.edu/fli/education.aspx>

# Inter-Campus Collaboration

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## Responsible Party

**Adam Maurer**  
Sustainability Manager  
Office of Sustainability

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## Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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*"---" indicates that no data was submitted for this field*

### **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:**

Yes

### **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:**

The Colleges are tied in closely with regional institutions and most recently shared curriculum development and energy competition best practices.

### **The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:**

Association for the Advancement of Sustainability in Higher Education (AASHE), Northeast Campus Sustainability Consortium (NCSC), US Green Building Council (USGBC), New York Coalition for Sustainability in Higher Education (NYCSHE), RecycleMania Working Group, NY6 Sustainability

### **A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :**

The Office of Sustainability has a travel budget to visit other colleges and universities, discuss best practices, and potential collaborations, as well as attend USGBC and AASHE national conferences. The NY Six Liberal Arts Consortium institution's sustainability staff meets at least twice annually to share best practices with the aim of advancing sustainability at our respective institutions.

### **The website URL where information about cross-campus collaboration is available:**

<http://newyork6.org/>



# Continuing Education

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**Responsible Party**

**Adam Maurer**  
Sustainability Manager  
Office of Sustainability

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**Criteria**

**Part 1**

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

**Part 2**

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

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"---" indicates that no data was submitted for this field

**Does the institution offer continuing education courses that address sustainability?:**

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**Number of continuing education courses offered that address sustainability:**

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**Total number of continuing education courses offered:**

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**A copy of the list and brief descriptions of the continuing education courses that address sustainability:**

---

**A list and brief descriptions of the continuing education courses that address sustainability:**

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**Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:**

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**A brief description of the certificate program:**

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**Year the certificate program was created:**

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**The website URL where information about sustainability in continuing education courses is available :**

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# Community Service

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

### *Part 2*

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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*"---" indicates that no data was submitted for this field*

## **Number of students engaged in community service:**

1,860

## **Total number of students :**

2,272

## **Does the institution wish to pursue Part 2 of this credit (community service hours)?:**

---

## **Total number of student community service hours contributed during a one-year period:**

80,000

## **Does the institution include community service achievements on student transcripts?:**

Yes

## **A brief description of the practice of including community service on transcripts, if applicable:**

Students who have taken service-learning classes have that noted as "SLC" on their official transcript.

**Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:**

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**A brief description of the institution's employee community service initiatives:**

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**The website URL where information about the institution's community service initiatives is available:**

<http://www.hws.edu/academics/service/index.aspx>

# Community Stakeholder Engagement

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

---

"---" indicates that no data was submitted for this field

**Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:**

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**A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:**

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**A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:**

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**List of identified community stakeholders:**

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**A brief description of successful community stakeholder engagement outcomes from the previous three years:**

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**The website URL where information about the institution's community stakeholder engagement framework and activities is available:**

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# Participation in Public Policy

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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*"---" indicates that no data was submitted for this field*

## **Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:**

Yes

## **A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:**

The Colleges' Sustainability Manager is appointed to the Geneva Green Committee, an ad-hoc committee of the City of Geneva. The committee formed circa 2009. The Sustainability Coordinator/Manager has sat on this committee since its creation. The Geneva Green Committee consults with the City of Geneva in making policy recommendations, projects, considerations, etc.

Advocacy by the Geneva Green Committee includes City of Geneva's membership in ICLEI, amendment to Mayor's Climate Change Resolution, City Greenhouse Gas Inventory, purchase of more outside recycling containers for downtown, among others.

In addition, our Grounds Manager, Biology staff member, and the Community Outreach Coordinator of The Colleges' Finger Lakes Institute serve on the City of Geneva's Shadetree Committee, which oversees all aspects of city tree: planting, trimming, removal, and general management.

## **A brief description of other political positions the institution has taken during the previous three years:**

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**A brief description of political donations the institution made during the previous three years (if applicable):**

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**The website URL where information about the institution's advocacy efforts is available:**

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# Trademark Licensing

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## Responsible Party

**Adam Maurer**  
Sustainability Manager  
Office of Sustainability

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## Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

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*"---" indicates that no data was submitted for this field*

**Is the institution a member of the Worker Rights Consortium?:**

---

**Is the institution a member of the Fair Labor Association? :**

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**Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :**

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**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:**

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

---

This credit was marked as **Not Applicable** for the following reason:

*The institution does not have an affiliated hospital or health system.*



# Operations

## Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

### *Part 2*

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

### *Part 3*

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUJ-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

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## **Submission Note:**

All performance year data is representative of fiscal year 2013, the most recent year a GHG Inventory was conducted. (HWS completes a GHG Inventory every other year, the next being fiscal year 2015).

For figures needed to determine “Weighted Campus Users,” HWS does not currently track full-time equivalent of employees. HWS FTE employees is best represented by a head count of faculty and staff, as well as FTE employees of Sodexo Dining and Facilities.

"---" indicates that no data was submitted for this field

**Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:**

Yes

**Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:**

	Yes or No
<b>Business travel</b>	Yes
<b>Commuting</b>	Yes
<b>Purchased goods and services</b>	No
<b>Capital goods</b>	No
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	Yes
<b>Waste generated in operations</b>	Yes

**Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:**

No

**A brief description of the methodology and/or tool used to complete the GHG emissions inventory:**

The HWS GHG inventory accounts for all direct and indirect sources of greenhouse gases specified by Campus Carbon Calculator accounting scope and methodology. The Campus Carbon Calculator includes the following data;

Scope 1:

- Heat Generation
- Campus Vehicle Fleet
- Fertilizer Applications
- Refrigerant Chemical Leakages
- Electricity used by Electrically Powered Vehicles

Scope 2:

- Purchased Electricity

Scope 3:

- Faculty, Staff and Student Commuting
- Directly Financed Air Travel
- Directly Financed Vehicle Miles
- Air Travel to Study Abroad Programs
- Solid Waste Disposal

**Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:**

No

**A brief description of the internal and/or external verification process:**

The GHG inventory is conducted by an intern of the Office of Sustainability and the Sustainability Manager.

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	<i>6,462 Metric Tons of CO2 Equivalent</i>	<i>5,990 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>316 Metric Tons of CO2 Equivalent</i>	<i>218 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>3,015 Metric Tons of CO2 Equivalent</i>	<i>3,878 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

<b>Carbon storage from on-site composting</b>	<i>106 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>2,983 Metric Tons of CO2 Equivalent</i>	<i>186 Metric Tons of CO2 Equivalent</i>

**A brief description of the institution-catalyzed carbon offsets program:**

N/A

**A brief description of the carbon sequestration program and reporting protocol used:**

N/A

**A brief description of the composting and carbon storage program:**

HWS collects all tree trimmings, grass clippings, leaves, etc. throughout the year and composts them. This material is weighed and reported.

**A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:**

During the performance year, HWS purchased 12,000 MWh of Green-e certified wind credits from Community Energy, Inc.

During the baseline year, HWS purchased 529.3 MWh of Green-e certified wind credits from Community Energy, Inc. That same year, HWS purchased 12 MTCDE carbon offsets through voluntary Carbon Standard 2007.

**Figures needed to determine “Weighted Campus Users”::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,867	1,738
<b>Number of residential employees</b>	17	16
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	2,143	2,034
<b>Full-time equivalent of employees</b>	945	859

<b>Full-time equivalent of distance education students</b>	149	141
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**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	June 1, 2012	May 31, 2013
<b>Baseline Year</b>	June 1, 2008	May 31, 2009

**A brief description of when and why the GHG emissions baseline was adopted:**

The baseline year for HWS GHG emissions was established largely based on the fact that President Mark D. Gearan of HWS signed the ACUPCC in September of 2007. Fiscal Year 2009 was the first comprehensive and accurate GHG emission inventory conducted by an office of HWS. Therefore, 2009 GHG Inventory serves as our baseline.

**Gross floor area of building space, performance year:**

1,511,632 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	502,641 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	7,650 <i>Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	2,325 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	3,207 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	0 <i>Metric Tons of CO2 Equivalent</i>

<b>Capital goods</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	<i>0 Metric Tons of CO2 Equivalent</i>

**A brief description of the sources included in Scope 3 GHG emissions from "other categories":**

N/A

**A copy of the most recent GHG emissions inventory:**

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**The website URL where the GHG emissions inventory is posted:**

[http://rs.acupcc.org/search/?institution\\_name=hobart&carnegie\\_class=%3F%3F&state\\_or\\_province=%3F%3F](http://rs.acupcc.org/search/?institution_name=hobart&carnegie_class=%3F%3F&state_or_province=%3F%3F)

**A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:**

HWS has increased its waste diversion rate from 24% in fiscal year 2011 to 31% in fiscal year 2014, due to a reduction in waste per capita, an improved composting program in the dining areas, and an increased recycling rate.

Lighting retrofits have been carried out across campus and we are quickly installing LEDs where appropriate.

We are replacing end-of-life equipment with more efficient equipment, such as boilers and hot water heaters.

HWS increased purchase of Green-e certified wind credits from 529.3 MWh per year from 2009-2011 to 12,000 MWh per year from Sept. 1, 2011 to Aug. 31, 2014. In September 2014, HWS increased its purchase of Green-e certified wind credits to 13,000 MWh per year.

# Outdoor Air Quality

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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"---" indicates that no data was submitted for this field

## **Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:**

Yes

## **A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:**

HWS takes all the waste cooking oil from dining and converts it into biofuel. The biofuel is used in all diesel utility vehicles on campus. When used as a vehicle fuel, biodiesel offers some tailpipe and considerable GHG emissions benefits over conventional gasoline and diesel.

## **Has the institution completed an inventory of significant air emissions from stationary sources on campus?:**

No

## **A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

N/A



**Weight of the following categories of air emissions from stationary sources::**

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	---
<b>Sulfur oxides (SOx)</b>	---
<b>Carbon monoxide (CO)</b>	---
<b>Particulate matter (PM)</b>	---
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	---
<b>Hazardous air pollutants (HAPs)</b>	---
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	---

**A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:**

N/A

**The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:**

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# Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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"---" indicates that no data was submitted for this field

**Does the institution have any building space certified under the following green building rating systems for existing buildings?:**

	Yes or No
<b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	No
<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	No

<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

**A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:**

The Colleges currently are building a 65,000-square-foot Performing Arts Center, which is on pace to achieve LEED Silver, and we're making strides toward LEED Gold. No significant new construction has occurred on campus since 2004.

**Total floor area of eligible building space (operations and maintenance):**

1,524,021 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	0 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	0 <i>Square Feet</i>

**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by**

**an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at any level under other green building rating systems for existing buildings:**

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**Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:**

1,524,021 *Square Feet*

**A copy of the sustainable building operations and maintenance guidelines or policies:**

[Climate Action Plan.pdf](#)

**The date the guidelines or policies were formally adopted:**

April 23, 2010

**A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:**

All campus buildings are operated to the same high level of environmental standards.

**A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:**

There is an ongoing review process led by the Climate Task Force; performance is assessed by key waste, water, and energy metrics, as well as through GHG inventories (refrigerant and grounds management).

Additionally, the Climate and Energy Committee, made up of facilities staff, Sustainability Manager, and students, meets monthly to discuss ways in which to reduce energy use and GHG emissions. This committee often tackles building operation and maintenance concerns and opportunities.

**The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:**

[http://issuu.com/hwscolleges/docs/climate\\_action\\_plan\\_jenco/1?e=0](http://issuu.com/hwscolleges/docs/climate_action_plan_jenco/1?e=0)

# Building Design and Construction

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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*"---" indicates that no data was submitted for this field*

**Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:**

	Yes or No
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	No
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

**A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:**

N/A

**Total floor area of eligible building space (design and construction):**

1,524,021 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	0 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	0 <i>Square Feet</i>

**Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major**



**renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>4th Highest Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>2nd Highest Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

**Floor area of building space certified Living under the Living Building Challenge:**

*0 Square Feet*

**Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:**

*0 Square Feet*

**Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:**

*18,782 Square Feet*

**A copy of the guidelines or policies :**

[Climate Action Plan.pdf](#)

**The date the guidelines or policies were adopted:**

April 23, 2010

**A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:**

The Caird Center for Sports and Recreation (2010) and Comstock Hall renovations (2011)

Hobart and William Smith Colleges have endeavored to be sustainable in our design and construction efforts for many years, with leadership of those efforts driven by our associate director for planning and construction, who is a LEED, AP and a graduate of the College of Environmental Science and Forestry at Syracuse University. Though our first pending certified building (LEED Silver or better) is scheduled to come on-line in January of 2016, HWS has consistently demonstrated green practices, including hiring leading green consultant to guide and document our construction efforts, engagement with the art and architecture department and participating on juries for student work in architecture and urban planning.

Opening in 2016, the new Performing Arts Building will proudly be our first LEED Silver building on campus. The building will be 65,000-square-feet and be a focal point at the heart of campus, sharing its green story with a plaque and signage. The green engineer was [Campus Sustainability Data Collector | AASHE](#)

selected as our LEED consultant on this project.

For the Caird Center for Sports and Recreation, a renovation and addition project, the Colleges consulted with the Sustainable Architecture department of SWBR Architects in Rochester, N.Y., to direct the design of a “LEED like” building, and documented that success. The renovation and addition do not fit as a LEED project.

For the Comstock Hall residence conversion, the Colleges again hired a consultant, Kevin Stack Associates, to guide and monitor our “LEED like” project that included high efficiency boilers, added insulation and a green roof. The conversion did not fit as a LEED project.

**A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:**

Hobart and William Smith Colleges have endeavored to be sustainable in our design and construction efforts for many years, with leadership of those efforts driven by our associate director for planning and construction, who is a LEED, AP and a graduate of the College of Environmental Science and Forestry at Syracuse University. Additionally, the sustainability manager sits on the design team for new construction and major renovation projects and ensures that projects meet sustainability criteria. In addition, as a signatory to the President's Climate Commitment, we have committed to all major projects meeting USGBC LEED requirements.

**The website URL where information about the institution’s certified buildings and/or green building design and construction guidelines or policies is available:**

[http://www.hws.edu/about/green/climate\\_action\\_plan.aspx](http://www.hws.edu/about/green/climate_action_plan.aspx)

## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

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"---" indicates that no data was submitted for this field

## Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

0 Square Feet

## Gross floor area of building space:

1,524,021 Square Feet

## A brief description of the institution's indoor air quality program(s):

The Colleges have taken several precautions and established daily practices to improve indoor air quality (IAQ). The Colleges routinely change out furnace filters that are designed specifically to improve IAQ. These filters trap and concentrate particulate air contaminants including viable fungal and bacterial spores; are antimicrobial; and have a Minimum Efficiency Reporting Value (MERV) 8 rating. For hand cleaning, the Colleges use a bio-degradable foam soap certified by EcoLogo and Green Seal. For floor cleaning, HWS uses several techniques and technologies that reduce air pollutants resulting from this process. For wet floor cleaning, the Colleges use a chemical-free unit that cleans without the environmental and human health issues associated with producing, transporting, packaging, using, and disposing of harsh cleaning chemicals. The unit's hygienic tanks allow for easy access and sanitation to reduce mold, bacteria, and other contaminants that can grow in enclosed tanks. Additionally, the floor cleaning machine uses 90% less detergent and 70% less water than conventional scrubbing. Large areas are swept with a machine that uses a 3-stage dust control system to significantly reduce dust caused by sweeping dirty floors. For general office cleaning, handheld technology is used to turn tap water into a highly effective stainless steel, glass, and other hard surface cleaner. This ionized water spray is non-toxic; VOC free; produces no pollutants; and kills 99.99% of harmful bacteria, including E.coli, vancomycin-resistant enterococci (VRE), Methicillin-resistant Staphylococcus aureus (MRSA), and Listeria. The Colleges use nearly zero VOC paints and cleaning supplies.

The Colleges offer clear pathways for registering and responding to complaints and have conducted indoor air quality tests in a number of buildings. Air quality is monitored on an “as needed” basis.

**The website URL where information about the institution’s indoor air quality program(s) is available:**

<https://flihappenings.wordpress.com/2014/01/01/the-green-hand-breath-with-peace-of-mind/>

## Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

### *Part 1*

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

### *Part 2*

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

---

## Submission Note:

The Colleges have hired a sustainable foods intern during summer 2012, summer 2013, fall 2013, and spring 2014, to work through sourcing barriers and prioritize student sustainable food sourcing interests. In spring 2014, one student is conducting an independent student project to input data into the Real Food Calculator. Recent sustainable foods work has been slowed by sustainable food inventorying and benchmarking questions. The 3% valuation is our conservative estimate based on products identified by our dining services manager that are either regionally processed/grown (within 200 miles) or are identified as fair trade or USDA organic certified.

"---" indicates that no data was submitted for this field

**Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:**

3

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

[HWS\\_SustDiningInvoices.pdf](#)

**An inventory, list or sample of sustainable food and beverage purchases:**

Sodexo is the HWS dining service provider. They have committed to exploring local food and beverage purchases when possible. For example, Sodexo sources local foods and beverages from a variety of local providers, including Red Jacket Orchards (local fruits and juices), Byrne Dairy (all dairy products from local farms), Chobani (local yogurt), Boulevard Produce (local fruits and vegetables when in season and available), Midstate Bakery (local bread), Aspetto Coffee and Teas (fair trade certified and ethically sourced), and Purdy & Sons (local meats).

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

No

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

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**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

N/A

**A brief description of the sustainable food and beverage purchasing program:**

Sodexo is the HWS dining service provider. Sodexo has committed to; 100% of our fish and seafood will be sustainably certified by the Marine Stewardship Council or the Best Aquaculture Practices by 2015, Better Tomorrow Plan commitment of 20% local purchase by 2020. Currently, the Colleges source local/regional foods and beverages from a variety of providers, including Red Jacket Orchards (local tree fruits and juices - apples, pears etc.), Byrne Dairy (all dairy products from local farms that do not use rBST), Chobani (local yogurt), Boulevard Produce (local fruits and vegetables when in season and available), Midstate Bakery (local bread), Aspetto Coffee and Teas (fair trade certified and ethically sourced), and Purdy & Sons (local meats).

**A brief description of the methodology used to track/inventory sustainable food and beverage purchases:**

At the Colleges, there is a group of dedicated students who have been working with Real Food Challenge for more than a year. This semester, the Real Food Challenge student task force at HWS is using the Real Food Calculator to inventory current sustainable food and beverage purchases. The Real Food Calculator offers a comprehensive and decisive definition for “real food.” Real food is food that fulfills at least one of four categories: 1) Local and Community Based, 2) Fair, 3) Ecologically Sound, 4) Humane. The criteria listed in the Real Food Calculator Guide are third-party certifications and characteristics of the producers from which institutions buys.

This is a student effort but is fully supported by the Office of Sustainability and Finger Lakes Institute. Sodexo has been a willing partner for this initiative.

**Total annual food and beverage expenditures:**

2,110,700 US/Canadian \$

**Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:**

	<b>Present?</b>	<b>Included?</b>
<b>Dining operations and catering services operated by the institution</b>	No	No
<b>Dining operations and catering services operated by a contractor</b>	Yes	Yes
<b>Franchises</b>	No	No
<b>Convenience stores</b>	No	No
<b>Vending services</b>	Yes	No
<b>Concessions</b>	Yes	No

**Has the institution achieved the following?:**

	<b>Yes or No</b>



<b>Fair Trade Campus, College or University status</b>	No
<b>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</b>	No
<b>Marine Stewardship Council (MSC) certification</b>	No
<b>Signatory of the Real Food Campus Commitment (U.S.)</b>	No

**A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:**

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**The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:**

<https://hwsdining.sodexomyway.com/planet/local.html>

# Low Impact Dining

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

### Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

### Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

---

"---" indicates that no data was submitted for this field

## Percentage of total dining services food purchases comprised of conventionally produced animal products:

0

## A brief description of the methodology used to track/inventory expenditures on animal products:

N/A

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**

Yes

**Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**

Yes

**Are the vegan options accessible to all members of the campus community?:**

Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):**

The main dining hall has a vegetarian line that always offers a vegan option. In addition, students may select a variety of self-serve options, ranging from oatmeal to salads, which are available throughout the day.

**A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:**

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**The website URL where information about where information about the vegan dining program is available:**

<https://hwsdining.sodexomyway.com/health/index.html>

**Annual dining services expenditures on food:**

2,110,700 US/Canadian \$

**Annual dining services expenditures on conventionally produced animal products:**

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**Annual dining services expenditures on sustainably produced animal products:**

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# Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

### Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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## Submission Note:

"---" indicates that no data was submitted for this field

## Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	168,746 <i>MMBtu</i>	153,531 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	43,493 <i>MMBtu</i>	40,317 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

**Gross floor area of building space::**

	Performance Year	Baseline Year
Gross floor area	15,240,221 <i>Gross Square Feet</i>	1,498,235 <i>Gross Square Feet</i>

**Floor area of energy intensive space, performance year::**

	Floor Area
Laboratory space	96,690 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

**Degree days, performance year (base 65 °F / 18 °C)::**

	Degree Days
Heating degree days	7,024
Cooling degree days	572

**Source-site ratios::**

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

**Start and end dates of the performance year and baseline year (or 3-year periods)::**

	Start Date	End Date
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2008	May 31, 2009

**A brief description of when and why the building energy consumption baseline was adopted:**

The baseline year for energy was established largely based on the fact that President Mark D. Gearan of HWS signed the ACUPCC in September of 2007. Fiscal Year 2009 was the first comprehensive and accurate GHG emission inventory conducted by an office of HWS. We are establishing 2009 as a baseline in order to be consistent across the different sustainability indicators.

**A brief description of any building temperature standards employed by the institution:**

The Colleges' campus-wide Building Automation System (BAS) maintains a heating set point of 68 degrees and cooling set point of 76 degrees.

**A brief description of any light emitting diode (LED) lighting employed by the institution:**

The Colleges' LED program has replaced numerous fixtures this past year. LEDs are considered for every lighting upgrade. In the last 12 months, LEDs were installed in 578 emergency lights, 200 fixtures in student rooms, 25 exit lights, six parking lot pole lights, and 40 troffer style lights in the library archive.

**A brief description of any occupancy and/or vacancy sensors employed by the institution:**

Occupancy sensors have been installed in all classrooms, restrooms and offices. Light harvesting systems have been installed in both the William Smith Dean's Office and the Hobart Dean's Office.

**A brief description of any passive solar heating employed by the institution:**

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**A brief description of any ground-source heat pumps employed by the institution:**

The Finger Lakes Institute (FLI), the Colleges' environmental research home is housed in a repurposed 6,758 square foot house on the banks of Seneca Lake. FLI relies solely on a geothermal heat pump system for heating and cooling. The system consists of 20 wells drilled one hundred feet deep on land adjacent to the house.

**A brief description of any cogeneration technologies employed by the institution:**

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**A brief description of any building recommissioning or retrofit program employed by the institution:**

The Colleges conduct a building re-commissioning program aimed at improving mechanical system performance and reducing energy consumption on an annual basis. Most buildings use more energy than necessary to provide a safe and comfortable environment for the occupants. Over time, building systems typically become less efficient as components wear out and building usage changes. A re-commissioning improves a building's energy efficiency.

**A brief description of any energy metering and management systems employed by the institution:**

The Colleges use Lucid's Real Time Energy Monitoring Dashboard in three residential buildings and our two largest office and academic settings. We are currently evaluating the use of the real-time energy monitoring system and aim to roll the monitoring system out in our top 10 energy consuming buildings. Pro Karma is used to compile energy use data and to generate reports to assist campus energy decisions.

**A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:**

All appliance replacement must comply with Energy Star.

**A brief description of any energy-efficient landscape design initiatives employed by the institution:**

The Colleges utilize well-designed landscapes to reduce building heating and cooling costs. Carefully positioned trees can save energy a typical building uses. The energy-conserving landscape strategies used are: maximize warming effects of the sun in the winter, maximize shade during the summer, deflect winter winds away from buildings with windbreaks of trees and shrubs on the north and northwest side of buildings and tunnel summer breezes toward buildings.

**A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:**

The Colleges have a program for installing Vending Misers on beverage vending machines to reduce energy use.

**A brief description of other energy conservation and efficiency initiatives employed by the institution:**

The Colleges support impactful energy conservation projects that have both environmental and economic benefits. To identify and address energy use in buildings, the Colleges have worked closely with leading engineering and energy firms to identify and prioritize energy-related projects. The positive impact of these projects, such as energy conservation, water conservation, and waste reduction are tracked. Examples of projects include updated lighting across HWS and campus-wide revamps to central heating and cooling systems. Installing occupancy sensors: Occupancy sensors significantly reduce electrical usage by automatically turn off lights when campus spaces are not occupied. They have been installed in a number of campus offices, conference rooms, classrooms and restrooms. De-lamping and lighting modifications: Site surveys identified that many spaces at the Colleges had either too many lighting fixtures or inefficient lighting. Since approximately one-third of annual electrical usage can be attributed to lighting, outdated, and inefficient lighting across both campuses have been replaced with new technologies that offer improved light output at reduced energy consumption. Updating HVAC systems: The Colleges are working to revamp old, outdated heating, ventilation, and air conditioning (HVAC) systems for maximum efficiency without sacrificing the comfort of building occupants. Modifications are being made to better control the ventilation of unoccupied building spaces, and upgrading current steam and chilled water generation and distribution systems to operate in accordance with industry best practices.

Controlling temperature: The Colleges' energy management system will set indoor temperature at 68°F during the heating season and at 76°F during the cooling season. Occupants who control the temperatures in their spaces are expected to follow this policy by using these ranges. During off-hours and on weekends and holidays, the temperature in most non-residential spaces in both heating and cooling mode will be reset.

Purchasing energy-efficient equipment: All College equipment purchases must be Energy Star rated for superior energy efficiency.



Powering down lights and equipment: All individuals are encouraged to turn off lights when exiting unoccupied rooms and to turn off office equipment (including personal computers, where possible) at the end of the day.

**The website URL where information about the institution's energy conservation and efficiency initiatives is available:**

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

**Submission Note:**

Information on the renewable energy systems of the Finger Lakes Institute can be found at <http://www.hws.edu/fli/facility.aspx>

"---" indicates that no data was submitted for this field

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu

**Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)**

40,944 *MMBtu*

**Total energy consumption, performance year:**

168,746 *MMBtu*

**A brief description of on-site renewable electricity generating devices :**

The Colleges have a 1,980 watt photovoltaic array installed at the Finger Lakes Institute, a research institute located on campus.

**A brief description of on-site renewable non-electric energy devices:**

The Colleges have a geothermal heating and cooling system installed at the Finger Lakes Institute consisting of 20 wells drilled 100 feet deep on the hillside overlooking Seneca Lake.

**A brief description of off-site, institution-catalyzed, renewable electricity generating devices:**

N/A

**A brief description of the RECs and/or similar renewable energy products:**

During the performance year, the Colleges purchased 12,000 MWh of Green-e certified wind RECs through Community Energy, Inc. from September 1, 2011 to August 31, 2014.

On September 1, 2014, the Colleges signed an agreement to purchase 13,000 MWh of Green-e certified wind RECs through Community Energy, Inc. from September 1, 2014 to August 31, 2017.

**The website URL where information about the institution's renewable energy sources is available:**

<http://www.hws.edu/about/green>

# Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

**Submission Note:**

"---" indicates that no data was submitted for this field

**Figures required to calculate the total area of managed grounds::**

	<b>Area</b>
<b>Total campus area</b>	<i>329 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>62 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>30 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>78 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>0 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>126 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

At HWS, we strive to be good stewards of our campus environment. We employ integrated pest management (IPM) and best management practices in our turf and landscape installations and maintenance. IPM practices include the treatment of pests (weeds, insects, diseases) only when the damage threshold reaches an unacceptable level. The threshold is set by factors that include: what plant health can tolerate, the aesthetics of the plant and campus, the function and use of the plant or surface (i.e. athletic field, shade from tree), environmental factors, and safety of people and structures. We employ many cultural control measures as well as pesticide and fertilization applications. Whenever possible, we will opt for the cultural practice over the pesticide application, such as core aeration and over seeding a thin turf area instead of grub control and fertilizer where grubs are present, or accepting some leaf damage on a tree infested with Japanese beetles.



Athletic fields are managed more intensely because of the heavy use they receive. Player safety is also an important consideration in management of athletic fields. Weed growth and grass rooting affects an athlete's ability to perform as well as foot, ankle and knee safety. Slipping on a weed or shallow rooting of turf grass can injure an athlete or end a career. Proper fertilization and weed control are continually monitored to keep the turf performing at the highest level possible. An IPM approach is employed on athletic fields as well. Because of the intense management, the potential for insect and disease is greater. An important element of IPM is monitoring weather and irrigation. Some pest problems are managed by increasing or decreasing the amount of water the field receives or waiting for the weather to change. Weeds and other pests are generally treated on a "spot treatment" basis as opposed to a broadcast application. Fertilization is performed on a "prescription" type program after a soil test is analyzed annually.

### **A brief summary of the institution's approach to sustainable landscape management:**

We replace trees on a 2:1 basis, return grass clippings when mowing, compost green/leaf waste and reuse, majority of replacement plants are native species, requiring less water and other inputs, irrigate only high use (athletic) turf.

### **A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:**

The grounds team prioritizes native, low maintenance plants and planting strategies to reduce environmental impact. Within the past few years, the Grounds Manager has led an initiative to install more edible plants on campus, including:

- 12 trees and 7 shrubs (all edible varieties: chestnut, persimmon, hazelnut, blueberry, and paw paw)
- 3 blueberry bushes in pots placed on the Scandling Campus Center patio for the season
- 3 self-watering pots of herbs placed on the Scandling Campus Center patio
- kale was planted in select locations with other plants in various beds around campus
- 15 apple, pear, and plum trees were planted behind the campus garden
- apple, cherry, and pear trees (15 total) were planted on Blackwell Green in spring 2013

### **A brief description of the institution's landscape materials management and waste minimization policies and practices:**

The Colleges chip tree debris, mulch grass clippings, compost leaves, and landfill shrub clippings. We estimate that approximately 80% of these materials are mulched or composted. Finished product/soil amendment is reapplied to campus grounds.

### **A brief description of the institution's organic soils management practices:**

Use fertilizers with an organic component, mulch green waste and reuse composted result in re-seeding practices and planting beds.

### **A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:**

Use of natives in re-planting, re-use of construction materials after renovation work.

### **A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the**

**campus:**

The institution practices responsible water management, including limited irrigation, and active storm water management. Additionally, our buildings and grounds department works with the Geoscientists on campus to drill wells with each major project, in order to track and understand the campus hydrology over time.

**A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):**

The Colleges use plowing, sand and salting strategies that minimize the amount of salt use, while maintaining safe conditions.

**A brief description of any certified and/or protected areas:**

The Colleges' 108-acre wildlife refuge close to nearby Cayuga Lake offers students an area for ecological studies. The area has been developed and preserved as a wildlife sanctuary. The preserve, located about 20 miles from campus, has over 40 ponds, a deciduous forest, cultivated fields, old fields, swamps, a stream, and numerous other habitats. It is inhabited by waterfowl, a herd of deer, beaver, muskrats, coyotes, foxes, and many birds, reptiles and amphibians. The Richard Ryan Field Laboratory building was opened on the preserve in 1994, and provides a location for lecture and laboratory activities.

HWS recently acquired 33.5 acres, which includes 18 acres of certified organic farmland. The 18 acres has been farmed by a local organic farmer for several years and was leased again to this organic farmer during the 2014 growing season.

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**

Yes

**The website URL where information about the institution's sustainable landscape management programs and practices is available:**

[http://www.hws.edu/fli/projects\\_forestry.aspx](http://www.hws.edu/fli/projects_forestry.aspx)

## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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*"---" indicates that no data was submitted for this field*

## **Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

Yes

## **A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:**

The Henry Hanley Biological Field Preserve, located about 15 miles from the main campus, is a 108-acre site owned by the Colleges and operated by the Biology Department. There are approximately 10 acres of wetlands located within the property. The gently sloping sanctuary has over 60 natural and man-made ponds. The major vegetation types include agricultural fields, deciduous forest, old field/scrub, and a small stand of pines. The preserve also hosts a wide diversity of plants and animals, including white tail deer, coyotes, red fox, beaver, mink, muskrats, red-tailed hawks, great blue herons, green herons, Canada geese, and many species of ducks. The Richard A. Ryan Field Station is located on the preserve and serves as a base for conducting ecological research and as a classroom.

In addition, there are a few acres of wetlands near the HWS campus garden off St. Clair Street and other wetlands between St. Clair Street and Hamilton Street to the west of the Caird Center for Sports and Recreation.

**Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:**

Yes

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

Yes

**The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:**

Tax maps, NYS DEC maps, surveys by biology classes as well as buildings and grounds staff, discussions/evaluations by engineering firm.

**A brief description of identified species, habitats and/or environmentally sensitive areas:**

The Henry Hanley Biological Preserve hosts a wide diversity of plants and animals, including whitetail deer, coyotes, red fox, beaver, mink, muskrats, red-tailed hawks, great blue herons, green herons, Canada geese, and many species of ducks. The major vegetation types include agricultural fields, deciduous forest, old field/scrub, and a small stand of pines.

In the few acres of wetlands, the Colleges have identified such species as red twig dogwood, viburnum, native shrubs, and Amelanchier.

Hobart and William Smith Colleges have been named a 2014 Tree Campus USA by the Arbor Day Foundation for three consecutive years. Tree Campus USA is a national program that was launched in 2008 by the Arbor Day Foundation and Toyota to honor colleges and universities for their leadership promoting healthy trees and engaging students and staff in the spirit of conservation. To obtain the distinction, the Colleges met five core standards for sustainable campus forestry, including establishment of a tree advisory committee, evidence of a campus tree-care plan, dedicated annual expenditures for its campus tree program, an Arbor Day observance, and the sponsorship of student service-learning projects.

**A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

The Colleges have created wildlife friendly habitat at Odell's Pond and in the Houghton House Estate (Art and Architecture campus) by preserving existing habitat and planting native species.

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

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# Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

<b>Credit</b>
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Cleaning Products Purchasing

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
  - General-purpose, bathroom, glass, and carpet cleaners
  - Biologically-active cleaning products (enzymatic and microbial products)
  - Floor-care products, e.g. floor finish and floor finish strippers
  - Hand cleaners
  - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
  - Plastic film products (e.g. garbage bags/liners)
  - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
  - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
- 

"---" indicates that no data was submitted for this field

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes

**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

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**The green cleaning product purchasing policy, directive, or guidelines:**

The Colleges understand that many cleaning products and materials can present health and environmental concerns. The Colleges have made a commitment to incorporate green cleaning products for use around campus. The Colleges operate a low environmental impact cleaning program that incorporates prevention, product selection, and effective procedures. For hand cleaning, the Colleges use a bio-degradable foam soap certified by EcoLogo and Green Seal. Green Seal products are used for cleaning glass (peroxide glass and surface cleaner) to the floor finish that we use to maintain our floors (phaser low maintenance floor finish). For floor cleaning, HWS uses several techniques and technologies that reduce air pollutants resulting from this process. For wet floor cleaning, the Colleges use a chemical-free unit that cleans without the environmental and human health issues associated with producing, transporting, packaging, using, and disposing of harsh cleaning chemicals. The unit's hygienic tanks allow for easy access and sanitation to reduce mold, bacteria, and other contaminants that can grow in enclosed tanks. Additionally, the floor cleaning machine uses 90% less detergent and 70% less water than conventional scrubbing. For general office cleaning, handheld technology is used to turn tap water into a highly effective stainless steel, glass, and other hard surface cleaner. This ionized water spray is non-toxic; VOC free; produces no pollutants; and kills 99.99% of harmful bacteria, including E.coli, vancomycin-resistant enterococci (VRE), Methicillin-resistant Staphylococcus aureus (MRSA), and Listeria. The Colleges use nearly zero VOC paints and cleaning supplies.

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:**

At the Colleges, one office within the Facilities department is responsible for purchasing cleaning products and for cleaning all residential halls, academic spaces, office spaces and other indoor spaces on campus. This purchasing department understands the Colleges commitment to green cleaning products and acts accordingly. The Colleges have made a commitment to maximize the use of Green Seal, EcoLogo, and other green cleaning product certification products on campus.

**Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:**

Yes

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

16,701 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

50,021 US/Canadian \$

**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:**

No

**A brief description of the institution's low-impact, ecological cleaning program:**



The Colleges operate a low environmental impact cleaning program that incorporates prevention, product selection, and effective procedures. The Colleges understand that many cleaning products and materials can present health and environmental concerns. The Colleges have made a commitment to incorporate green cleaning products and practices around campus.

**Prevention:** In an effort to reduce the amount of debris, mud and other contaminants entering the building from outside, our entryway mat system is used throughout campus to dramatically reduce the amount of these outside elements tracked into the building and the cost of removing them.

**Product selection:** For hand cleaning, the Colleges use a bio-degradable foam soap certified by EcoLogo and Green Seal. Green Seal products are used for cleaning glass (peroxide glass and surface cleaner) to the floor finish that we use to maintain our floors (phaser low maintenance floor finish). For floor cleaning, HWS uses several techniques and technologies that reduce air pollutants resulting from this process. For wet floor cleaning, the Colleges use a chemical-free unit that cleans without the environmental and human health issues associated with producing, transporting, packaging, using, and disposing of harsh cleaning chemicals. The unit's hygienic tanks allow for easy access and sanitation to reduce mold, bacteria, and other contaminants that can grow in enclosed tanks. Additionally, the floor cleaning machine uses 90% less detergent and 70% less water than conventional scrubbing. For general office cleaning, handheld technology is used to turn tap water into a highly effective stainless steel, glass, and other hard surface cleaner. This ionized water spray is non-toxic; VOC free; produces no pollutants; and kills 99.99% of harmful bacteria, including E.coli, vancomycin-resistant enterococci (VRE), Methicillin-resistant Staphylococcus aureus (MRSA), and Listeria. The Colleges use nearly zero VOC paints and cleaning supplies.

**A copy of the sections of the cleaning contract(s) that reference certified green products:**

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**The sections of the cleaning contract(s) that reference certified green products:**

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**The website URL where information about the institution's green cleaning initiatives is available:**

<http://www.hws.edu/about/pdfs/sustainable-purchasing.pdf>

# Office Paper Purchasing

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## Responsible Party

**Adam Maurer**  
Sustainability Manager  
Office of Sustainability

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Inclusive and Local Purchasing

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Life Cycle Cost Analysis

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## Responsible Party

**Adam Maurer**  
Sustainability Manager  
Office of Sustainability

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## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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*"---" indicates that no data was submitted for this field*

**Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:**

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**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

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**A brief description of the LCCA policy(ies) and practice(s):**

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**The website URL where information about the institution's LCCA policies and practices is available:**

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# Guidelines for Business Partners

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Adam Maurer**  
Sustainability Manager  
Office of Sustainability

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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**Submission Note:**

Total vehicle is an estimate based on recent HWS vehicle report from HWS Conferences and Events. This does not include institution owned boats.

*"---" indicates that no data was submitted for this field*

**Total number of vehicles in the institution’s fleet :**

779

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	4
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	4
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

**A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:**

As outlined in the HWS Climate Action Plan, the Colleges are committed to phasing in alternative fuel vehicles as the institution's fleet is replaced.

In 2010, HWS started taking used cooking oil to make biodiesel right on campus. We currently run B20 in smaller diesel powered vehicles, including mowers and utility vehicles during appropriate months of the year.

In spring 2014, HWS installed a dual port electric vehicle charging station for students, faculty, and staff. Since its installation, students, faculty, staff and visitors can charge their EV for free. The Colleges hope this provides incentive for more people to use EV vehicles.

In spring 2014, HWS installed a dual port electric vehicle charging station for students, faculty, and staff. Since its installation, students, faculty, staff and visitors can charge their EV for free. The Colleges hope this provides incentive for more people to use EV vehicles.

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

<http://www.hws.edu/dailyupdate/NewsDetails.aspx?aid=17949>



# Student Commute Modal Split

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## Responsible Party

**Adam Maurer**  
Sustainability Manager  
Office of Sustainability

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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### Submission Note:

The Colleges have a small residential campus - the majority of students have no reason to drive. Walking and biking are much more convenient than driving for many students.

The Office of Sustainability webpages are currently under revision and the URL provided above may not take you directly to information about alternative transportation. The Colleges offers several services: free bicycles for up to 40 students; ZipCar on campus (2 vehicles); shuttle to recreation facilities, Houghton House, downtown Geneva, ice rink (hockey games), and to other local events; and a RideShare program for longer trips (e.g. breaks, vacations)

"---" indicates that no data was submitted for this field

## Total percentage of students that use more sustainable commuting options:

95

## The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	5
Walk, bicycle, or use other non-motorized means	90
Vanpool or carpool	5
Take a campus shuttle or public transportation	0

**A brief description of the method(s) used to gather data about student commuting:**

Student commuter survey was conducted in 2009 and will be updated spring 2015. Enrollment and residential students have not changed significantly since 2009 so we are confident this information is representative of current student commuting habits.

**The website URL where information about sustainable transportation for students is available:**

[http://www.hws.edu/about/green/take\\_action.aspx](http://www.hws.edu/about/green/take_action.aspx)

# Employee Commute Modal Split

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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### Submission Note:

At request from employees, the Colleges have partnered with the Ontario County public transportation program, County Area Transit System (C.A.T.S.), to provide employees a public transportation option from the nearby cities of Canandaigua (approx. 12 miles) and Rochester (approx. 33 miles). Although they make up a small percentage of total employees, several employees utilize this service that would otherwise be driving vehicles, most likely single occupancy.

"---" indicates that no data was submitted for this field

## Total percentage of the institution's employees that use more sustainable commuting options:

5

## The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	95
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	2
Take a campus shuttle or public transportation	1

Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

**A brief description of the method(s) used to gather data about employee commuting:**

Faculty and staff commuter survey was conducted in 2009 and will be updated spring 2015. Faculty and staff have not changed significantly since 2009 so we are confident this information is representative of current faculty and staff commuting habits.

**The website URL where information about sustainable transportation for employees is available:**

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# Support for Sustainable Transportation

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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"---" indicates that no data was submitted for this field

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

The Bristol Field House and Winn-Seeley Gymnasium have all the necessary facilities for convenient bicycle commuting. In addition, the Performing Arts Center that's scheduled for completion in January 2016 will be bike commuter friendly as per LEED.

**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

No

**A brief description of the bicycle parking and storage facilities:**

Bicycle racks are located conveniently throughout campus near offices, classrooms, and residential buildings. Some long-term bicycle storage is located in basement areas and near entryways.

**Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

No

**A brief description of the bicycle/pedestrian policy and/or network:**

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**Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:**

Yes

**A brief description of the bicycle sharing program:**

The Colleges maintain a fleet of approximately 40 bikes as part of the Yellow Bike program, managed by the Office of Sustainability and now in its seventh year. The bikes are offered to students for an entire semester in exchange for a deposit. Students receive their deposit back when the bike is returned in good condition. The Yellow Bike Program also offers helmets and bike locks for rental.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

---

**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:**

Yes

**A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

The Colleges have a free shuttle service that has a number of stops both on campus and in the surrounding community (shopping, events, and dining areas). This service is used predominately by students.

At request from employees, the Colleges have partnered with the Rochester Genesee Regional Transportation Authority (also known as the Regional Transit Service [RTS]) to provide employees a discounted public transportation option from the nearby cities of Canandaigua (approx. 12 miles) and Rochester (approx. 33 miles). Although they make up a small percentage of total employees, several employees utilize this service that would otherwise be driving vehicles, most likely single occupancy. The Rochester Genesee Regional Transportation Authority oversees public transportation in Monroe, Genesee, Livingston, Ontario, Orleans, Seneca, Wayne and Wyoming counties.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

No

**A brief description of the GRT program:**

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**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

At request from employees, the Colleges have partnered with the Rochester Genesee Regional Transportation Authority (also known as the Regional Transit Service [RTS]) to provide employees a discounted public transportation option from the nearby cities of Canandaigua (approx. 12 miles) and Rochester (approx. 33 miles). Although they make up a small percentage of total employees, several employees utilize this service that would otherwise be driving vehicles, most likely single occupancy. The Rochester Genesee Regional Transportation Authority oversees public transportation in Monroe, Genesee, Livingston, Ontario, Orleans, Seneca, Wayne and Wyoming counties.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one**

**administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

The Colleges host two zipcars and actively promote the service to students, faculty, and staff.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

In April 2014, the Colleges installed a Leviton evr-green Dual Port Level 2 Charging Station that can charge two vehicles simultaneously.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

No

**A brief description of the telecommuting program:**

The Colleges offer telecommuting on an as needed basis and by permission from senior staff supervisor overseeing the department. Several departments/institutions on campus have taken advantage of this opportunity, including the Finger Lakes Institute staff.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

A number of employees are 10-month and are only required to be on campus during the academic year.

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

The Colleges are currently working with the City of Geneva to explore employee incentivizes to live closer to campus.

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

No



**A brief description of other sustainable transportation initiatives and programs:**

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**The website URL where information about the institution's sustainable transportation program(s) is available:**

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# Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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### Submission Note:

For figures needed to determine "Weighted Campus Users," HWS does not currently track full-time equivalent of employees. HWS FTE employees is best represented by a head count of faculty and staff, as well as FTE employees of Sodexo Dining and Facilities.

"---" indicates that no data was submitted for this field

### Waste generated::

	Performance Year	Baseline Year
Materials recycled	151.86 Tons	120.79 Tons
Materials composted	137.02 Tons	85.16 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons

<b>Materials disposed in a solid waste landfill or incinerator</b>	563.45 <i>Tons</i>	751.34 <i>Tons</i>
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**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,899	1,738
<b>Number of residential employees</b>	17	16
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	2,387.25	2,034
<b>Full-time equivalent of employees</b>	859	951
<b>Full-time equivalent of distance education students</b>	149	141

**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	June 1, 2013	May 31, 2014
<b>Baseline Year</b>	June 1, 2008	May 31, 2009

**A brief description of when and why the waste generation baseline was adopted:**

Fiscal Year 2009 was the first comprehensive and accurate GHG emission inventory conducted by an office of HWS. We are establishing 2009 as a baseline in order to be consistent across the different sustainability indicators.

**A brief description of any (non-food) waste audits employed by the institution:**

The Office of Sustainability often partners with ENV 204, "Geography of Garbage" to hold waste audits in front of our main student center, the Scandling Campus Center. The Colleges will be holding two waste audits spring 2015, one in March and one during Earth Week. Waste audits are used to raise awareness of our disposal habits and also as a means of data collection to better understand residential recycling and trash. This information is used to improve sustainable materials management education, programming, and infrastructure.

**A brief description of any institutional procurement policies designed to prevent waste:**

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**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

The Colleges have long-term storage for potentially reusable office furniture and materials. For all faculty and staff material requests (e.g. chairs, cabinets, furniture), HWS Facilities first checks our surplus storage area. When office furniture and materials have met their useful life here at HWS, our Facilities department then explores other reuse outlets, such as other regional colleges/universities, hospitals, etc. Only if the office supply or materials is beyond reusable in any capacity, is the material sent to the landfill. Facilities exhausts all reuse options before sending anything to the landfill.

Additionally, faculty and staff members use the HWS Community Board to advertise: items for sale or items the employee wishes to give away; items the employee wishes to buy, rent or borrow; services or products the employee is able to provide; upcoming events (e.g. fundraisers, garage sales) or; other information the employee believes would be helpful to co-workers. Many employees use the community listserv for the same means.

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

All major print items are available online and are only printed upon request. Departments/students are charged for printed items.

**A brief description of any limits on paper and ink consumption employed by the institution:**

Students are given a limited number of print credits and are charged \$.05 per page to print. Double sided printing is the equivalent to printing one page (incentivizes paper conservation).

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

Every spring semester there is a large campus community effort to repurpose items through the "Community Barn Sale," a garage sale-type event. The sale provides a means to repurpose items and directs them away from the landfill. It is also used as a fundraiser for a local nonprofit. This fundraising aspect helps to incentivize students to take the extra step to donate. This spring is the ninth anniversary for this very popular and successful event. During the last couple of weeks of the spring semester bins and donation areas are placed/created in residential halls throughout campus. In addition, Facilities assists in moving large items such as couches, TVs, etc. from the residential halls to the Barn Sale location. The Colleges' Center for Community Engagement and Service Learning hires students to collect, organize, and price materials for resale. Students know that they can donate items at the end of the semester to the Barn Sale. The Barn Sale collection also includes unwanted electronics, which are either resold or responsibly discarded using a third party e-waste service. In spring 2014, the Barn Sale raised over \$8,000 for the United Way of Ontario County. The Office of Sustainability works with Residential Education to coordinate distribution of blue recycling bags and clear trash bags to all residents during end of semester floor meetings. In addition, a reusable item and e-waste collection is coordinated leading up to and during move-out.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

Grounds to Grow On program: During summer 2014, more than 15 HWS offices and departments participated in the Grounds to Grow On program through Keurig. The Grounds to Grow On program recovers used K-cup packs to prevent them from entering landfills. Used K-cups are placed in a bin, the bin is shipped to Keurig, then Keurig separates the components, composting the grounds and incinerating the plastic pack to generate electricity. In addition to preventing K-cups from entering our nearby landfill, the Grounds to Grow On program was used at HWS to better inform offices and departments of the responsibility they have for the waste they create.

Reusable Water Bottles: Since fall 2009, all incoming first year students are given a free reusable water bottle. The water bottle is an indication to first years of the Colleges' commitment to sustainability, but also a practical gift for students to use while on campus. The reusable water bottles significantly decrease the purchase and disposal of single use water and beverage containers.

Drink Local Campaign: Through the Carver and DeLaney Family Environmental Studies Endowment, two HWS students started the Drink Local campaign on campus fall 2013. The campaign resulted in the installation of nearly 10 new water bottle refill stations across campus, the distribution of over 150 Nalgene water bottles, a campus map identifying all refill stations, and a Facebook page to increase awareness. The campaign is another effort at HWS to decrease the purchase and disposal of single use water and beverage containers.

### **A brief description of any food waste audits employed by the institution:**

During "Trayless Tuesdays," Earth Week, and Food Week students separate their silverware, plates, and organic waste. The dining staff and EcoReps weigh the food waste for the day and week. Dining Services and Office of Sustainability report the pounds of food waste disposed of in our main dining hall out to campus to demonstrate how much food students are throwing away. All of this organic waste is composted.

### **A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

In January 2014, our main dining facility implemented "Lean Path," a waste tracking program that monitors pre-consumer waste.

Dining also utilizes batch cooking, portion control tools (e.g. portioning utensils, bags), and a food management system, which tells dining how much food to cook based on historical trends.

### **A brief description of programs and/or practices to track and reduce post-consumer food waste:**

The Colleges host a "Trayless Tuesday" theme every week in which students are strongly encouraged to go trayless. Through Trayless Tuesdays, a culture has been created in which students that grab a tray on Tuesdays are often singled out. For instance, during one recent Trayless Tuesday nearly 78% of students eating in the main dining hall chose to go trayless. During Trayless Tuesdays, Earth Week, and Food Week students separate their silverware, plates, and organic waste. The dining staff and EcoReps weigh the food waste during Earth Week and Food Week. Dining Services and Office of Sustainability report the pounds of organic waste disposed of in our main dining hall out to campus to demonstrate how much food students are throwing away. All of this organic waste is composted.

### **A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

Nearly 100% of to-go containers used in the retail operations are 100% compostable. Other compostable items include straws, stirrers, cups, napkins, and other to-go materials. There are compost bins at all sorting stations in the areas for which retail food is sold so this material can be composted.

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

The Colleges resident dining serviceware is 100% reusable, including hot drink cups, cold drink cups, plates, bowls, silverware, etc. Catered events also have the option to use reusable service ware at no extra cost.

Nearly 100% of to-go containers used in the retail operations are 100% compostable. Other compostable items include straws, stirrers, cups, napkins, and other to-go materials. There are compost bins at all sorting stations in the areas where retail food is sold so this material can be composted. In January 2015, our compost vendor stopped accepting compostable utensils because they were not breaking down well in their system. They have been testing compostable utensils and hope to provide a recommended brand and/or product type that they will accept going forward. We have been forced to revert back to recyclable to-go utensils for now.

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

Students, faculty, and staff that use reusable mugs/cups receive a \$0.25 discount on coffee and other hot beverages at all retail locations on campus.

**A brief description of other dining services waste minimization programs and initiatives:**

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**The website URL where information about the institution’s waste minimization initiatives is available:**

[http://www.hws.edu/about/green/climate\\_action\\_plan.aspx](http://www.hws.edu/about/green/climate_action_plan.aspx)

# Waste Diversion

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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## Submission Note:

All data represents FY'14

Did not include our move-out waste diversion numbers through our Community Barn Sale, which raises approximately \$10,000 each spring for a local charity. In spring 2015, we plan to measure the materials diverted for the first time.

"---" indicates that no data was submitted for this field

## Materials diverted from the solid waste landfill or incinerator:

248.86 Tons

## Materials disposed in a solid waste landfill or incinerator :

563.45 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

The Colleges have implemented a recycling policy that requires each trash bin to be matched with a recycling bin and have added more than 1,500 receptacles to campus in the past four years. In addition, the Colleges boosted composting efforts by diverting all pre- and post-consumer waste at eat-in and retail dining locations. This includes the implementation of 100% compostable serviceware at catered events and in retail locations. HWS diverted over 97 tons of food waste last year.

Each year, the Colleges participate in RecycleMania to increase recycling awareness amongst the student body, faculty, and staff.

During Trayless Tuesdays, Earth Week, and Food Week students separate their silverware, plates, and organic waste. The dining staff and EcoReps weigh the food waste for the day and week. Dining Services and Office of Sustainability report the pounds of food waste



disposed of in our main dining hall out to campus to demonstrate how much food students are throwing away. All of this organic waste is composted.

Grounds to Grow On program: During summer 2014, over 15 HWS offices and departments participated in the Grounds to Grow On program through Keurig. The Grounds to Grow On program recovers used K-cup packs to prevent them from entering landfills. Used K-cups are placed in a bin, the bin is shipped to Keurig, then Keurig separates the components, composting the grounds and incinerating the plastic pack to generate electricity. In addition to preventing K-cups from entering our nearby landfill, the Grounds to Grow On program was used at HWS to better inform offices and departments of the responsibility they have for the waste they create.

Reusable Water Bottles: Since fall 2009, all incoming first years are given a free reusable water bottle. The water bottle is an indication to first years of the Colleges' commitment to sustainability, but also a practical gift for students to use while on campus. The reusable water bottles significantly decrease the purchase and disposal of single use water and beverage containers. Additionally, all first year students receive one-on-one coaching on proper recycling, composting, and landfilling procedures and materials during Orientation.

Drink Local Campaign: Through the Carver and DeLaney Family Environmental Studies Endowment, two HWS students started the Drink Local campaign on campus fall 2013. The campaign resulted in the installation of nearly 10 new water bottle refill stations across campus, the distribution of over 150 Nalgene water bottles, a campus map identifying all refill stations, and a Facebook page to increase awareness. In less than one year, over 111,000 disposable water bottles were prevented as a result of the HWS refill stations. The campaign is another effort at HWS to decrease the purchase and disposal of single use water and beverage containers.

**A brief description of any food donation programs employed by the institution:**

All surplus food at the end of the semester is donated to local charities. We have donated to Catholic Charities Soup Kitchen, St. Mary's Church, and House of Concern in recent years.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

All pre-consumer food waste is captured by Dining Services and diverted to compost totes easily accessible to the kitchen. The newly implemented Lean Path has also identified ways to decrease pre-consumer waste.

**A brief description of any post-consumer food waste composting program employed by the institution:**

Compost receptacles are located at all retail dining facilities. Nearly 100% of to-go containers used in the retail operations are 100% compostable. Other compostable items include straws, stirrers, cups, napkins, and other to-go materials. Post-consumer food waste in our main dining hall is managed by the dishline staff. The organics are pulped and diverted to compost totes.

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes

<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

In addition to batteries, light bulbs, ink cartridges, and white goods, HWS responsibly recycles or resells all unwanted electronics through a third party e-waste vendor.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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*"---" indicates that no data was submitted for this field*

## Construction and demolition materials recycled, donated, or otherwise recovered:

169.24 Tons

## Construction and demolition materials landfilled or incinerated :

191.23 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

For the Colleges' 65,000 square feet Performing Arts Center (PAC), the construction manager has partnered with a waste service provider to create a "Waste Management Plan." The waste management plan for the construction of the PAC aims to recycle, reuse, or salvage at least 75% of the waste generated on the site to earn 2 LEED points.

### Communication Plan

- Waste prevention and recycling activities will be discussed at each job site sub contractor meeting with Welliver employees and subcontractors
- All contractor and subcontractor employees will be notified of this plan and will be expected to comply with the plan
- All contractor and subcontractor supervision will receive a copy of this plan
- All subcontracts for this project clearly specify that adherence by subcontractors with this waste management plan is mandatory
- Any incidence of contamination by sub contractors of materials designated by this plan for source-separated recycling will be handled on a case-by-case basis

# Hazardous Waste Management

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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*"---" indicates that no data was submitted for this field*

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

Many professors and staff within the sciences are open to switching to new, less-hazardous alternatives if the new chemical has no short-comings in performance and is comparable in cost.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

Chemical waste generated through the science departments is temporarily stored in flammable safety cabinets. Twice a year, a certified hazardous materials manager from Advanced Waste Solutions, Inc. inventories, documents, and overpacks (i.e. process of placing the chemicals into drums that comply with Department of Transportation haz-waste regulations) the waste for removal by Clean Harbors Waste Disposal Company from the haz-mat storage container.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

None to report

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

The inventory system was written by Microsoft Access. We do not reuse any chemicals from our stock, but the Colleges do try to update the database when chemicals are moved around amongst the Colleges' different departments.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

All college e-waste is diverted to the Colleges' central electronic waste holding area. Once a full load has been gathered, the e-waste handler takes the load for proper disposal (or resale).

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

The Colleges are currently transitioning to a new e-waste company, but the Colleges are committed to ensuring that all our e-waste is properly reused, recycled, and destroyed. We are pursuing e-waste companies that are RIOS and Responsible Recycling Practices (R2) certified.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

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# Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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## Submission Note:

For figures needed to determine “Weighted Campus Users,” HWS does not currently track full-time equivalent of employees. HWS FTE employees is best represented by a head count of faculty and staff, as well as FTE employees of Sodexo Dining and Facilities.

“---” indicates that no data was submitted for this field

## Level of water risk for the institution’s main campus:

Medium to High

## Total water use::

	Performance Year	Baseline Year
<b>Total water use</b>	29,113,491 <i>Gallons</i>	39,525,837 <i>Gallons</i>

## Potable water use::

	Performance Year	Baseline Year
<b>Potable water use</b>	29,113,491 <i>Gallons</i>	39,525,837 <i>Gallons</i>

**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,899	1,738
<b>Number of residential employees</b>	17	16
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	2,387.25	2,034
<b>Full-time equivalent of employees</b>	951	859
<b>Full-time equivalent of distance education students</b>	149	141

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	1,524,021 <i>Square Feet</i>	1,498,235 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	266 <i>Acres</i>	233 <i>Acres</i>

**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	June 1, 2013	May 31, 2014
<b>Baseline Year</b>	June 1, 2008	May 31, 2009

**A brief description of when and why the water use baseline was adopted:**



The baseline year for water was established largely based on the fact that President Mark D. Gearan of HWS signed the ACUPCC in September of 2007. Fiscal Year 2009 was the first comprehensive and accurate GHG emission inventory conducted by an office of HWS. We are establishing 2009 as a baseline in order to be consistent across the different sustainability indicators.

**Water recycled/reused on campus, performance year:**

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**Recycled/reused water withdrawn from off-campus sources, performance year:**

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**A brief description of any water recovery and reuse systems employed by the institution:**

The Colleges have installed two green roofs, one on a residential hall (Comstock Hall) and one on the main student center (Scandling Campus Center). The pilot projects were initiated by students and the Climate Task Force as a means to help with stormwater management, reduce heat island effect, extend the lifetime of the roof system, and improve energy efficiency through increased insulation value. Rain barrels are deployed across campus and captured water has been used to water gardens and other vegetation.

**A brief description of any water metering and management systems employed by the institution:**

The Colleges' theme houses and a number of major academic and office buildings are on individual meters.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

All major building renovations and new construction on campus utilize water efficient fixtures, including low flow toilets, faucets, and showerheads. For instance, new tank style toilet installations, as well as replacements or upgrades are low flow (1.3 gallons per flush) models (approximately 170). 80% of the remaining flushometer style toilets have been upgraded to low flow valves (1.6 gallons per flush).

There are approximately 300 showers on campus. Most of the existing (95%) and any new showers utilize low flow (1.5 GPM) heads.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

While HWS is located in a relatively rich area for water resources, water is increasingly being recognized as an area for conservation, including campus efforts to replace less efficient appliances. All major building renovations on campus utilize water efficient fixtures, including low flow toilets, faucets, and showerheads.

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

HWS landscape choices consider plants that do not require irrigation, can tolerate the conditions of our climate, and are appropriate for soil type. Native species are used as often as possible.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

For the few irrigation systems we do have, one includes a rain sensor. The other systems are scheduled using weather data and personal inspection of soil moisture. They are set to run based on weather information, projected use, and monitoring of conditions.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

Many strategies are employed by Sodexo, the company that provides dining services and facilities support for HWS. Trayless Tuesdays help reduce the amount of steaming hot water used to clean food trays. Also, efforts are underway to inform students and staff regarding the water footprint of food items served at the dining hall. Finally, all new building and renovations use water efficient fixtures and appliances including low flow toilets, faucets, and showerheads. One example is the APEX Dishwashing System that combines technology and products designed to save water and energy. The APEX system uses a tablet PC and wireless technology to communicate with the dishwashing system's controller to download, process and analyze data to establish each foodservice operation's "rack-to-guest ratio." By monitoring and improving this ratio, the system helps reduce the amount of water and energy used at each facility, and improve total operational efficiency.

**The website URL where information about the institution's water conservation and efficiency initiatives is available:**

<https://hwsdining.sodexomyway.com/index.html>

# Rainwater Management

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

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### **Submission Note:**

The volume of rainwater harvested directly and stored/used by the institution has not been calculated but there are five rain barrels installed on campus. Further, over 300 55-gallon rain barrels have been distributed to neighbors, lake association members, and organizations throughout the Finger Lakes.

*"---" indicates that no data was submitted for this field*

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution’s Low Impact Development (LID) practices:**

Water conservation and management is a primary consideration for all new construction, major renovation, and other projects. Absent other site-specific needs, HWS uses the USGBC’s LEED Water Efficiency credits as guidelines for water efficiency practices.

The Finger Lakes Institute is the primary driver of campus storm water management strategies. Implemented projects include rain barrel construction and deployment, strategic placement of rain gardens and bioswale construction. In addition, the Colleges have experimented with permeable pavement and green roof installations.

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

Yes

**A brief description of the institution’s rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

Minimize impacts of rainwater and stormwater when at all possible. The Finger Lakes Institute’s Store the Storm project has promoted rainwater harvesting techniques. Installing a rain barrel is an easy way to protect our environment and save money. A rain barrel collects and stores rainwater from your roof that would otherwise be lost to runoff and diverted to storm drains or streams. Rain barrels reduce the flow of untreated storm runoff into bodies of water, like the Finger Lakes. Installing a rain barrel will minimize runoff pollutants into our waterways, conserve treated drinking water, and reduce demand on the wastewater treatment system. Using a rain barrel not only helps protect the environment, it saves money and energy.

**A brief description of any rainwater harvesting employed by the institution:**

The Colleges have a demonstration rain garden installed on the hillside of Seneca Lake behind the Finger Lakes Institute. The 300 square foot rain garden is designed to soak up rainwater running off nearby roads, sidewalks, driveways, and the hillside. The rain garden recharges local groundwater; reduces the potential of home flooding; creates a habitat for birds and butterflies; protects Seneca Lake water quality by filtering pollutants; reduces erosion of the steep western banks of Seneca Lake; reduces the burden on municipal grey infrastructure; and allows 30% more water to infiltrate than a path of grass the same size. Native plants were selected for the garden because of their winter hardiness, ability to grow in clay soil, and resistance to disease and insect pests.

**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

The Colleges have a large pond located in one of the lowest elevations of campus to collect stormwater from nearby roads, sidewalks, driveways, athletic playing surfaces, and other impermeable surfaces. Odell’s Pond serves as a temporary reservoir, allowing for stormwater to slowly distribute into a nearby wetland. Odell’s Pond is part of a multi-step stormwater management system.

**A brief description of any living or vegetated roofs on campus:**

The Colleges have installed two green roofs, one on a residential hall (Comstock Hall) and one on the main student center (Scandling Campus Center). The pilot projects were initiated by students and the Climate Task Force as a means to help with stormwater management, reduce heat island effect, extend the lifetime of the roof system, and improve the energy efficiency through increased insulation value.

In addition, a green roof is planned for inclusion in the Colleges' new Performing Arts Center building.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

The Colleges have installed permeable pavement at the Finger Lakes Institute as a demonstration project. The permeable pavement was installed on the steep western slope of Seneca Lake, where it aids in the infiltration of rainwater running off nearby roads, sidewalks, driveway, and the hillside.

**A brief description of any downspout disconnection employed by the institution:**

The Colleges have installed more than five rain barrels at appropriate locations on campus. The rain barrels are installed under rain gutter downspouts to collect rain water from roofs. They are a simple way to capture and recycle rainwater that would otherwise seep into a building's basement, be lost to runoff, or be diverted to storm drains, streams, and lakes. Rain barrels help mitigate stormwater runoff during major storm events, decreasing the burden on our municipal grey infrastructure and contamination of Seneca Lake and other local water bodies.

**A brief description of any rain gardens on campus:**

The Colleges have a demonstration rain garden installed on the hillside of Seneca Lake behind the Finger Lakes Institute. The 300 square foot rain garden is designed to soak up rainwater running off nearby roads, sidewalks, driveways, and the hillside. The rain garden recharges local groundwater; reduces the potential of home flooding; creates a habitat for birds and butterflies; protects Seneca Lake water quality by filtering pollutants; reduces erosion of the steep western banks of Seneca Lake; reduces the burden on municipal grey infrastructure; and allows 30% more water to infiltrate than a path of grass the same size. Native plants were selected for the garden because of their winter hardiness, ability to grow in clay soil, and resistance to disease and insect pests.

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

The Colleges have three retention ponds. Landscape strategies have been deployed to integrate the ponds into the aesthetic of the campus, create habitat for wildlife, and slow and clean run-off. Odell's Pond, the largest of three detention ponds, is located in one of the lowest elevations of campus to collect stormwater from nearby roads, sidewalks, driveways, athletic playing surfaces, and other impermeable surfaces. Odell's Pond serves as a temporary reservoir, allowing for stormwater to slowly flow into a nearby wetland. Odell's Pond is part of a multi-step stormwater management system.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

The Colleges have a number of vegetated swales, many of the vegetated swales offer a first entry to storm water before it flows into a retention pond or down steep slopes surround the Finger Lakes. Several other stormwater management practices and techniques will be incorporated into the new Performing Arts Center, including bio-swales.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

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**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

[http://www.hws.edu/fli/projects\\_green.aspx](http://www.hws.edu/fli/projects_green.aspx)

# Wastewater Management

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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"--- " indicates that no data was submitted for this field

## Total wastewater discharged:

29,113,491 Gallons

## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

N/A

## The website URL where information about the institution's wastewater management practices is available:

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# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance



# Sustainability Coordination

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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*"---" indicates that no data was submitted for this field*

## **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

## **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

HWS has one FTE Sustainability Manager who manages the Office of Sustainability. Annually, for the past three years, the Office of Sustainability has successfully held a four-day EcoRep training session during which student volunteers learn about campus and local sustainability initiatives around waste, energy, water, food, and others. The Office of Sustainability has helped coordinate the first campus celebration of Food Day October 2013, and again in October 2014. We lead coordination of Earth Week events and programs every year. In September 2014, we worked with a student to coordinate a trip to the People's Climate March in New York City. A total of 32 HWS students attended the event. We have implemented a compost pilot program at our student apartment complex. We have helped with the installation of over eight water bottle refill stations across campus to encourage reusable water use.

The Sustainability Manager is also a member of the HWS Fribolin Farm Committee, a group charged with strategic development of our newly acquired 34-acre farm one mile from campus. The Farm Committee recently oversaw the signing of a contract to install 2.5 MW of solar at the farm. In September 2014, the Office of Sustainability also oversaw the commitment of 3 more years of wind energy, in this case, 13,000 MWh/year of green-e certified wind, 100% of our current electricity usage.

The Sustainability Manager also coordinates the Climate Task Force, a committee formed to oversee the HWS Climate Action Plan in order for HWS to reach climate neutrality by 2025. The Climate Task Force meets at least twice each semester to discuss strategic development of sustainability initiatives on campus.

**Does the institution have at least one sustainability committee?:**

Yes

**The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

The President's Climate Task Force oversees the planning and implementation of the American College and University Presidents Climate Commitment, with the immediate goal of delivering Hobart and William Smith Colleges to climate neutrality and graduating students with basic environmental literacy.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

President of the Colleges - Mark D. Gearan  
Professor of Economics and Environmental Studies - Tom Drennen (Co-Chair)  
Vice President of Finance - Pete Polinak (Co-Chair)  
Director of Grants - Martha Bond  
Professor of Geoscience - Tara Curtin  
Director of Finger Lakes Institute - Lisa Cleckner  
Vice President of Communications - Cathy Williams  
Chief of Staff and Counsel - Lou Guard, Esq. '07  
Vice President of Student Affairs - Robert Flowers  
Director of Buildings and Grounds - Howard Simmons  
Associate Director of Planning and Construction - Chris Button  
General Manager of Dining Services - Lynn Pelkey  
Assistant Director of Buildings and Grounds - Scott Woodworth  
Sustainability Manager - Adam Maurer  
William Smith Representative- Stacey Davis '15  
Hobart Representative- Dan Budmen '15

**The website URL where information about the sustainability committee(s) is available:**

<http://www.hws.edu/about/green/taskforce.aspx>

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

No

**A brief description of each sustainability office:**

There is one FTE in the Office of Sustainability and several student interns hired throughout the year. The Office of Sustainability oversees the HWS Sustainability Program, which focuses on developing a culture of environmental sustainability and reducing the Colleges' impact on the environment.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

**The website URL where information about the sustainability office(s) is available:**

<http://www.hws.edu/about/green/>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Adam Maurer, Sustainability Manager

**A brief description of each sustainability officer position:**

Sustainability Manager is expected to function as a visionary leader and organizational strategist for all sustainability activities at Hobart and William Smith Colleges. He/She works collaboratively to plan, develop, implement and evaluate programs and projects by encouraging the prudent use of all capital –natural, built, financial, social, and cultural. He/She manages a comprehensive, campus-wide sustainability effort by coordinating planning, academic, operations, research, community development, and student sustainability activities to foster a culture of sustainability on campus. More specifically, the position oversees implementation of the Colleges' key sustainability objectives: 1) to achieve Climate Neutrality by 2025; and 2) to develop a culture of sustainability.

**The website URL where information about the sustainability officer(s) is available:**

<http://www.hws.edu/about/green>

## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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### Submission Note:

"---" indicates that no data was submitted for this field

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	Yes	Yes
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	No	No
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes

<b>Investment</b>	No	No
<b>Other</b>	---	---

**A brief description of the plan(s) to advance sustainability in Curriculum:**

Hobart and William Smith Colleges are currently in the process of conducting a curriculum review. With focus on how to best prepare students for the future and by leveraging our distinctive resources, deep consideration is being given to the array of learning and experiential experiences available at HWS. In the process of establishing curricular adjustments and advancing objectives, there has been focus on how sustainability and related areas can be further interwoven into the HWS education of the 21st century. For example, there is focus on addressing ways in which aspects of the curriculum can bring to light today’s pressing issues, including environmental sustainability, service-learning, and local and global education.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

The way in which the new curriculum will be assessed is part of the review process.

**Accountable parties, offices or departments for the Curriculum plan(s):**

Office of the Provost

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

A brief description of the plan(s) to advance sustainability in Research (or other scholarship)

The Colleges’ plan for advancing research and establishing new paths for scholarship includes focus on sustainability research as part of the broader, interdisciplinary nature of the HWS liberal arts education. In furthering that progress, HWS actively pursues grants, foundation support and opportunities for collaboration in areas related to sustainability. Since its founding in 2002, the HWS Finger Lakes Institute, for example, has established itself as a major center of environmental research, education and community outreach in the Finger Lakes region. Research projects carried out by FLI faculty and collaborators are often interdisciplinary, bringing together scholars and experts from a range of fields and disciplines. Often, those projects will, in turn, provide background information and insights about the local environment and systems.

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

Research and scholarly inquest is inherent to the mission of the Colleges particularly through the Finger Lakes Institute. The pursuit of research in sustainability and related areas is ongoing. These continued efforts are documented in Finger Lakes Institute reports, and are showcased during the Finger Lakes Institute’s annual research conference, its regularly scheduled newsletter, and on the HWS website, as well as tracing through other collateral materials that highlight research at the Colleges.

**Accountable parties, offices or departments for the Research plan(s):**

HWS Finger Lakes Institute; Office of the Provost

### **A brief description of the plan(s) to advance Campus Engagement around sustainability:**

Students play an integral role in the Climate Action Plan. Many different emission reduction mechanisms are dependent on student support for effective implementation, and a considerable portion of the success and long-term viability of emission reduction efforts will be shouldered by students.

Coordinated by the Office of Sustainability, the EcoRep program is made up of student volunteers whose goal is to advance sustainability engagement on campus, specifically, developing ways in which to achieve climate neutrality by 2025.

### **The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

Measurable objectives for student involvement include number of internships and student projects focused on sustainability.

Measurable objectives for the EcoRep program is number of students who volunteer to be EcoReps. Additionally, tracking number of sustainability events and outcomes of those events, like attendance.

### **Accountable parties, offices or departments for the Campus Engagement plan(s):**

Office of Sustainability, Finger Lakes Institute, Sustainable Community Development Program Manager, Environmental Studies Program, Sodexo Dining, and others.

### **A brief description of the plan(s) to advance Public Engagement around sustainability:**

Founded in 2002, the HWS Finger Lakes Institute (FLI) functions as the public engagement arm of the Colleges around sustainability and related issues. Specifically, FLI is dedicated to the promotion of environmental research and education about the Finger Lakes and surrounding environments. In collaboration with regional environmental partners and state and local government offices, FLI fosters environmentally-sound development practices throughout the region, and disseminates accumulated knowledge to the public. FLI also houses the Office of Sustainability, which works in collaboration with other members of the HWS community to develop and manage sustainability programs, many of which collaborate with those outside of HWS, including communities, the public and various organizations.

### **The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

As the Colleges' public engagement branch around sustainability, the Finger Lakes Institute continues to advance efforts and interaction with the public in four key areas: research, education, community outreach and economic development. These efforts are documented in a number of ways, including through a regularly scheduled FLI newsletter and on the HWS website, as well as tracing engagement through other collateral materials that highlight research at the Colleges.

### **Accountable parties, offices or departments for the Public Engagement plan(s):**

HWS Finger Lakes Institute

### **A brief description of the plan(s) to advance sustainability in Air and Climate:**

Our Climate Action Plan commits HWS to climate neutrality by 2025.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

30% reduction in total Scopes 1, 2, and 3 emissions of 2007 baseline by 2015  
60% reduction in total Scopes 1, 2, and 3 emissions of 2007 baseline by 2020  
100% reduction in total Scopes 1, 2, and 3 emissions of 2007 baseline by 2025

**Accountable parties, offices or departments for the Air and Climate plan(s):**

Office of Sustainability, Climate Task Force, and Facilities

**A brief description of the plan(s) to advance sustainability in Buildings:**

The Climate Task Force meets twice each semester to discuss potential projects and initiatives to reduce electricity and natural gas usage in all HWS buildings. This work is mostly carried out by the Energy and Climate Committee, consisting of Facilities staff, Sustainability Manager, and students. This committee meets monthly to reduce the Colleges' greenhouse gas emissions through electric and heat conservation initiatives.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

- all new construction and major renovations will meet USGBC LEED requirements
- require all construction and renovation projects to undergo an emission reduction analysis for electricity and give emission reduction projects priority

**Accountable parties, offices or departments for the Buildings plan(s):**

Facilities, Office of Sustainability, Energy and Climate Committee, Climate Task Force, Finance Office

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

Since Sodexo provides dining services to the HWS campus, we follow the Sodexo plans for advancing sustainability in dining services. At the corporate level, Sodexo is committed to:

- Reducing Waste: Almost all sites are taking steps to reduce their environmental footprint, with more than half taking process improvement steps, such as changing to energy efficient equipment, implementing waste tracking systems, and moving to trayless dining programs.
- Promoting Wellness. Nearly 100 percent of our food services sites are implementing healthy food marketing programs, with one out of five choices meeting defined wellness criteria.
- Supporting Local Communities. Our volume of fairly traded products (e.g. coffee, tea) continues to increase, making an important difference in the communities that produce these items. There was more than a 250K pound increase in the volume of fairly traded coffee purchases between 2011 and 2012.



## **The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

The most recent Sustainability Report for Sodexo can be found here:

<http://bettertomorrow.sodexousa.com/s/docs/executivereport.pdf>

## **Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Dining Services, Office of Sustainability, Climate Task Force

## **A brief description of the plan(s) to advance sustainability in Energy:**

The Colleges' current energy conservation program has proven effective using cost reduction as the primary driver. The Colleges' strategy to reduce electricity and natural gas usage builds off of the successful and existing savings driven energy conservation program, and adds mechanisms to incorporate an emission mitigation strategy for electricity and natural gas. The mechanisms tie into the goal of capping emissions at FY '08-'09 levels and, then, function to continue to drive long-term goals of Climate Neutrality and continued pursuit of net greenhouse gas reduction.

## **The measurable objectives, strategies and timeframes included in the Energy plan(s):**

Mechanisms to reduce emissions from electricity and natural gas fall under the following four categories: 1) execute the Energy and Climate Committee's mission and project scope, 2) set building reduction goals, 3) develop a system to target and monitor campus wide emission reductions from heat, and 4) establish a Renewable Energy Credit Purchasing Policy.

- execute emission reduction efforts with a payback of 1 year or less
- track emission reduction efforts, efforts determined to have too long of a payback, and efforts in the pipeline
- establish an achievable, measurable, and identifiable efficiency goal for each building and its occupants
- upgrade energy management system
- execution of multiple energy audits
- HVAC energy study (economizing and heat recovery)
- Sub-metering of the top two electricity consuming buildings and tracking data to monitor efficiency
- replacement of 90% of lights with high efficiency light bulbs
- installation of light sensors in most classrooms and many offices
- creation of an air conditioning policy of 74-78 degrees
- installation of variable speed drives
- execution of kitchen inventory and appliance monitoring
- building scheduling and set-backs
- quarterly campus energy inspections

## **Accountable parties, offices or departments for the Energy plan(s):**

**A brief description of the plan(s) to advance sustainability in Grounds:**

The Colleges strive to be good stewards of our campus environment and include sustainable practices in our efforts. We employ integrated pest management (IPM) and best management practices in our turf and landscape installations and maintenance. IPM practices include the treatment of pests (weeds, insects, diseases) only when the damage threshold reaches an unacceptable level. The threshold is set by factors that include: what plant health can tolerate, the aesthetics of the plant and campus, the function and use of the plant or surface (i.e. athletic field, shade from tree), environmental factors, and safety of people and structures. The Colleges employ many cultural control measures, as well as pesticide and fertilization applications. Whenever possible, HWS opts for the cultural practice over the pesticide application, such as core aeration and over seeding a thin turf area instead of grub control and fertilizer where grubs are present, or accepting some leaf damage on a tree infested with Japanese beetles.

Athletic fields are managed more intensely because of heavier usage. Player safety is also an important consideration in management of athletic fields. Weed growth and grass rooting affects an athlete's ability to perform as well as foot, ankle and knee safety. Slipping on a weed or shallow rooting of turf grass can injure an athlete or end a career. Proper fertilization and weed control are continually monitored to keep the turf performing at the highest level possible. An IPM approach is employed on athletic fields as well. Because of the intense management, the potential for insect and disease is greater. An important element of IPM is monitoring weather and irrigation. Some pest problems are managed by increasing or decreasing the amount of water the field receives or waiting for the weather to change. Weeds and other pests are generally treated on a "spot treatment" basis as opposed to a broadcast application. Fertilization is performed on a "prescription" type program after a soil test is analyzed annually.

In addition, the Colleges utilize well-designed landscapes to reduce building heating and cooling costs. Carefully positioned trees can save energy a typical building uses. The energy-conserving landscape strategies used are: maximize warming effects of the sun in the winter, maximize shade during the summer, deflect winter winds away from buildings with windbreaks of trees and shrubs on the north and northwest side of buildings and tunnel summer breezes toward buildings.

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

The Colleges use a number of strategies and systems for the implementation and monitoring of grounds plans, including the use of an integrated pest management (IPM) and best management practices in our turf and landscape installations and maintenance. In addition, HWS also prioritizes native, low maintenance plants and planting strategies to reduce environmental impact. The Colleges also replace trees on a 2:1 basis, return grass clippings when mowing, compost green/leaf waste and reuse, majority of replacement plants are native species, requiring less water and other inputs, irrigate only high use (athletic) turf. The Colleges chip tree debris, mulch grass clippings, compost leaves, and landfill shrub clippings. We estimate that approximately 80% of these materials are mulched or composted. Finished product/soil amendment is reapplied to campus grounds.

**Accountable parties, offices or departments for the Grounds plan(s):**

HWS Facilities, including the Buildings and Grounds department

**A brief description of the plan(s) to advance sustainability in Purchasing:**

The Colleges strive to advance sustainability in its Purchasing plans whenever possible, including working with vendors who follow sustainable practices or supply products or services consistent with advancing sustainability.

For example, HWS has been purchasing wind renewable energy credits since 2002 and were the first institute of higher education in New York to use wind power as an alternative energy source. Led by the efforts of the HWS President's Climate Task Force and the HWS commitment to climate neutrality by 2025, the Colleges' purchase Renewable Energy Certificates equal to 100 percent of the campus' electricity use. The Colleges reached their goal of being powered by 100 percent renewable energy three years ahead of schedule.

In addition, the Colleges also pursue purchasing practices to advance sustainability in a number of other areas, including supplies and equipment using by Facilities, as well as through Dining Services. All of the Colleges' equipment and appliance purchases, for example, must be Energy Star rated for superior energy efficiency. "Green" cleaning products, supplies and related items are also used in the day-to-day operations of the Colleges.

In terms of dining on campus, Sodexo has committed to; 100% of our fish and seafood will be sustainably certified by the Marine Stewardship Council or the Best Aquaculture Practices by 2015, Better Tomorrow Plan commitment of 20% local purchase by 2020. Currently, the Colleges source local/regional foods and beverages from a variety of providers. Our volume of fairly traded products (e.g. coffee, tea) continues to increase, making an important difference in the communities that produce these items. There was more than a 250K pound increase in the volume of fairly traded coffee purchases between 2011 and 2012.

The Colleges also launched a drink local campaign to encourage a decrease in the purchasing of single-use bottled water. And, the paper purchased and used for the Colleges' official alum magazine (distribution of more than 28,000) is 100% post-consumer fiber paper and derived from responsible sources.

#### **The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

In September 2007, HWS signed the American College & University Presidents' Climate Commitment, an effort by a network of colleges and universities to accelerate sustainability by pursuing climate neutrality. In reaching our goals, the Colleges continue to align strategies for advancing sustainability through purchasing practices and monitor results.

For example, the Office of Sustainability collaborates with HWS Facilities to track and analyze metrics. In addition, Sodexo measures and reports emissions reductions achieved as a result of individual projects, so the campus can see its progress toward climate neutrality. In addition, there also is a group of students who have been working with Real Food Challenge and using the Real Food Calculator to inventory current sustainable food and beverage purchases.

#### **Accountable parties, offices or departments for the Purchasing plan(s):**

Hobart and William Smith Colleges

#### **A brief description of the plan(s) to advance sustainability in Transportation:**

The Colleges' plans to advance sustainability in transportation are primarily driven by the Climate Action Plan, which outlines how to reduce GHG emissions associated with HWS transportation. Additionally, the most recent campus master plan acknowledges the importance of bike-ability and walkability, so it set out to "create a campus where pedestrians are hierarchically more important than the car."

#### **The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

HWS' strategy to decrease emissions from transportation focus on 1) institutionalizing and centralizing an effective emissions tracking system; 2) creating a transportation working group to develop a long-term transportation plan; 3) immediately revamping current programs to maximize efficiency; and 4) growing the scope of emissions from transportation that HWS includes in GHG Inventories.

The campus master plan set out to make a more pedestrian-friendly campus through:

- safer and clearer pedestrian crossings at Pulteney Street by adding stop signs and a raised street surface with pavers
- add consistent rows of trees at both sides of Pulteney Street
- distribute parking at campus perimeter in smaller, well landscaped lots to reduce areas of pedestrian/vehicular conflict

**Accountable parties, offices or departments for the Transportation plan(s):**

Office of Sustainability, Climate Task Force, Transportation Working Group, Facilities

**A brief description of the plan(s) to advance sustainability in Waste:**

The plans at HWS to advance sustainability in waste are primarily driven by the Climate Action Plan, which outlines how to reduce GHG emissions associated with HWS waste.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

The Colleges' strategy to decrease emissions from solid waste focus on 1) better identifying and communicating the emissions related to waste; 2) minimizing waste; 3) diverting waste from the landfill; 4) decreasing hauls.

**Accountable parties, offices or departments for the Waste plan(s):**

Office of Sustainability, Climate Task Force, Facilities

**A brief description of the plan(s) to advance sustainability in Water:**

HWS is fortunate to be located in a relatively water-rich area in upstate New York. The campus borders Seneca Lake, one of the 11 Finger Lakes. With recognition of this important location, President Mark D. Gearan worked with HWS faculty and staff to establish the Finger Lakes Institute (FLI) in 2004. This center is devoted to research and education about the Finger Lakes environment, and water quality and quantity is the main driver of the mission of the FLI.

The FLI and its faculty affiliates at HWS conduct environmental research on the 11 Finger Lakes of central and western New York State which occupy a 5,000 km<sup>2</sup>, 14 county region. Additionally, the FLI sponsors K-12 education and community outreach activities for a diverse stakeholder audience to enhance awareness about the lakes and their surrounding environments. Over the past several years, the FLI has developed, implemented and managed a wide range of environmental programs focused on K-12 education, undergraduate research, and community outreach including the Science on Seneca program and Finger Lakes Stream Monitoring Network. A newly launched program at the FLI and HWS focuses on Sustainable Community Development. This initiative was developed in response to both intense student interest and growing public recognition of the need for communities to address a myriad of economic and ecological challenges including invasive species. Thus, the FLI and HWS have been developing a set of programs and opportunities to better prepare students for careers in economic development and stewardship of the natural environment. The ultimate goal is to better educate and prepare students for the multiple directions that their baccalaureate degrees may lead them, while making them more aware of their role as citizens and members of a community.

As stewards of our regional water resources, the FLI faculty and staff also work with HWS offices to implement programs that enhance water sustainability at HWS.

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

All major renovations and new construction projects incorporate low flow fixtures. All toilets are 1.3 gpf or less and all showers are 1.5 gpm or less.

**Accountable parties, offices or departments for the Water plan(s):**

Facilities, Finger Lakes Institute, Office of Sustainability

**A brief description of the plan(s) to advance Diversity and Affordability:**

In 2008, the Colleges made clear plans to advance student diversity and affordability. The most significant changes were made in the HWS Office of Admissions, where all staff members have been given specific responsibilities to advance multicultural student access to HWS. This significant staffing decision has assisted in an increase of multicultural students from 14% in 2008 to over 20% in 2013 (reaching as high as 25% during that period). During this same time period, HWS has increased its international student population from 1% in 2008 to 8% in 2013. Furthermore, HWS committed to an increase financial aid by 30%, which has improved access and affordability to HWS. Currently, approximately 80% of enrolled students receive some amount of financial aid.

Significant initiatives include:

1. In 2012, HWS committed to a four-year \$5 million partnership with Posse, one of the most successful college access and youth leadership programs in the country, to help recruit students from Los Angeles and other California cities. The four-year partnership will create access for 40 students that would otherwise face significant challenges to attend HWS.
2. Since 2008, HWS has partnered with the New Jersey SEEDS (Scholars, Educators, Excellence, Dedication, and Success) program to allow high-achieving rising first year, sophomore, and junior high schools students from low-income backgrounds an opportunity to explore higher education. The goal of the SEEDS program has been to not only prepare promising students for life on a residential campus, but also expose them to the application process through workshops with members of the Office of Admissions and the Salisbury Center for Career Services and Professional Development.
3. The Arthur O. Eve Higher Education Opportunity Program (HEOP) program has been enhanced by expanding recruitment from New York City to now include downstate New York, upstate New York, and community-based organizations and private schools.
4. HWS has continued to identify and partner with successful community-based organizations in order to recruit high achieving students who might otherwise face challenges attending HWS. These organizations include KIPP, City Squash, Street Squash, SEEDS, and ABC.

Additionally, the HWS Academic Opportunity Programs, which includes HEOP, are special programs designed to provide broad and varied educational experiences to capable students who, due to academic under-preparation and limited financial resources, might otherwise not have an opportunity to attend college. These programs provide access and academic opportunities by creating a web of support for first generation and traditionally under-represented populations in higher education.

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

In order to increase diversity of the Colleges student body, the Colleges are taking steps toward:

- Increasing enrollment for multicultural students to compete with the top level of the HWS comparison group within five years
- Creating geographic diversity among the student body to compete with the top level of the HWS comparison group within five years
- Increasing the number of recruited students through the Posse program
- Continuing to partner with NJ SEEDS (Scholars, Educators, Excellence, Dedication, and Success) and other community-based organizations to identify and assist students.

In order to improve the affordability of an HWS education, the Colleges are taking steps toward:

- Increasing financial aid to incoming students

All of these objectives are in conjunction with an increasing HWS academic profile.

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Office of Admissions, Salisbury Center for Career Services and Professional Development

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

All faculty and staff are granted a free membership to the HWS owned and operated Caird Center for Sports and Recreation, an 83,000-square-foot multi-purpose facility. It includes exercise rooms for yoga, pilates, zumba, spin classes, stretching, free weights, weight machines, cardio machines, and other exercise classes. Additionally, there are basketball courts, tennis courts, racquetball courts, squash courts, indoor track, crossfit area, and showers. Faculty and staff are also welcome to swim for free in the Bristol Pool during open swimming times.

The Colleges fully support the Weight Watchers at Work program. Regular Weight Watchers at Work meetings are held on campus and the Colleges contributes 25% of the cost. Employees may also use payroll deduction for the remaining balance.

In addition, faculty, staff and students can take Buddhist meditation sessions led by The Ven. Tenzin Yignyen, instructor of Asian languages and culture. Yignyen is a high-ranking monk within the Dalai Lama's personal monastery.

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

HWS Recreation department holds multiple competitions throughout the year to encourage faculty and staff to workout and stay healthy.

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Office of Human Resources; Office of Recreation, Intramurals and Fitness

**A brief description of the plan(s) to advance sustainability in Investment:**

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**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

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**Accountable parties, offices or departments for the Investment plan(s):**

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**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

Sustainability at HWS is congruent with the US EPA definition, which is "Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations.

Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment."

**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

The Strategic Plan has explicit language about sustainability as it relates to the physical plant and its role in assisting the academic/educational mission of the institution by creating a living laboratory where theory is applied in physical plant projects.

One of the Colleges' greatest assets is its natural and built environment. Maintaining and improving that environment's accessibility, sustainability and flexibility is critical to HWS 2015. Our current Facility Capital Renewal program budget is less than recommended or necessary so HWS 2015 seeks to increase and stabilize that budget. Capital projects, whether for new construction or renovation, must follow HWS sustainability practices, giving appropriate attention to Americans with Disabilities Act requirements and best practices. They must also be energy efficient and funded to ensure appropriate maintenance. Likewise, technology, including pervasive wireless capabilities and one-card access to services and facilities, is essential as students, faculty and staff extend the boundaries of teaching and learning. By eliminating barriers to the physical campus, increasing resources to better provide for nontraditional learning needs, meeting the requirements of the Colleges Climate Action Plan, and building and maintaining the campus with an eye toward flexibility, we can

continue to lay a solid capital and technology foundation for future generations of the HWS community. For example, HWS included the construction of a new performing arts building in its most recent strategic plan. This Performing Arts Center will be built to LEED Silver standard at minimum, and HWS is currently striving for LEED Gold.

**The website URL where information about the institution's sustainability planning is available:**

[http://www.hws.edu/about/hws\\_2015/recommendations.aspx](http://www.hws.edu/about/hws_2015/recommendations.aspx)



## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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"---" indicates that no data was submitted for this field

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

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**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

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**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

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**A brief description of student representation on the governing body, including how the representatives are selected:**

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**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---

<b>Strategic and long-term planning</b>	---
<b>Existing or prospective physical resources</b>	---
<b>Budgeting, staffing and financial planning</b>	---
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	---

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

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**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

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**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

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**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

---

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

---

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	<b>Yes or No</b>
<b>Establishing organizational mission, vision, and/or goals</b>	---
<b>Establishing new policies, programs, or initiatives</b>	---

<b>Strategic and long-term planning</b>	---
<b>Existing or prospective physical resources</b>	---
<b>Budgeting, staffing and financial planning</b>	---
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	---

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

---

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

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**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

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**Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:**

---

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

---

**Do faculty have a formal role in decision-making in regard to the following?:**

	<b>Yes or No</b>
<b>Establishing organizational mission, vision, and/or goals</b>	---
<b>Establishing new policies, programs, or initiatives</b>	---
<b>Strategic and long-term planning</b>	---

<b>Existing or prospective physical resources</b>	---
<b>Budgeting, staffing and financial planning</b>	---
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	---

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

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**The website URL where information about the institution's governance structure is available:**

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# Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

"---" indicates that no data was submitted for this field

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	---
Employee diversity and equity	---

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The Commission on Inclusive Excellence was formed in winter 2007. An active commitment to Inclusive Excellence will move campus conversations beyond obstacles connected to "understanding what the term means" to using Inclusive Excellence as a strategic framework for actively examining and evaluating our institution's practices and policies and setting goals with measurable outcomes.

Scholars and practitioners have recognized that for any institution of higher education to be viable and competitive it must situate inclusion, equity, diversity and justice at the "core of the academic mission and institutional functioning" including:

- Faculty and staff hiring, training and evaluation
- Student recruiting, admissions and retention
- Campus wide communications and assessments
- Strategic planning and budgeting
- Regular campus climate checks and measures of accountability
- Every aspect of student life and learning

In addition, the Race and Racism Coalition (RRC) of HWS was formed in fall 2013. The purpose of the Race and Racism Coalition is to begin dialogues that will improve cultural, and institutional ideas about and responses to issues of race. RRC will be an ongoing part of HWS' commitment to creating a unified community that will be equipped with the necessary tools to address social inequalities.

**The full-time equivalent of people employed in the diversity and equity office:**

4

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

[http://www.hws.edu/about/div\\_commission.aspx](http://www.hws.edu/about/div_commission.aspx)

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	---
Faculty	---
Administrators	---

**A brief description of the cultural competence trainings and activities:**

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**The website URL where information about the cultural competence trainings is available:**

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# Assessing Diversity and Equity

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

"---" indicates that no data was submitted for this field

**Has the institution assessed diversity and equity in terms of campus climate?:**

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**A brief description of the campus climate assessment(s) :**

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**Has the institution assessed student diversity and educational equity?:**

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**A brief description of the student diversity and educational equity assessment(s):**

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**Has the institution assessed employee diversity and employment equity?:**

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**A brief description of the employee diversity and employment equity assessment(s):**

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**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

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**A brief description of the governance and public engagement assessment(s):**

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**The website URL where information about the assessment(s) is available:**

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# Support for Underrepresented Groups

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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## Submission Note:

For Posse, see

<http://www.hws.edu/dailyupdate/NewsDetails.aspx?aid=16052>

"---" indicates that no data was submitted for this field

## Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

## A brief description of the programs sponsored by the institution to support underrepresented groups:

Higher Education Opportunity Program

The Higher Education Opportunity Program (HEOP) provides access to educationally and economically disadvantaged students, increasing campus diversity.

The Office of Intercultural Affairs

The Office of Intercultural Affairs (ICA) promotes racial and ethnic pluralism by fostering interaction among people of many cultures.

ICA provides opportunities for all HWS community members to celebrate their cultural heritage by regularly hosting a variety of cultural events, like Kwanzaa, Ramadan, Hispanic Heritage Month and Women's History Month.

### The Office of Religious Life

The Office of Religious Life seeks to constructively engage the pluralism of contemporary life and promote a respect for the dignity of every human being, a concern for justice and peace among all people.

### Community Engagement and Service-Learning

Bringing the classroom into the community, the Center for Community Engagement and Service-Learning encourages students to become engaged in the many cultures of our own society.

### Center for Counseling and Student Wellness

The Center for Counseling and Student Wellness (CCSW) strives to enhance the well-being of students through facilitating their emotional, interpersonal, and intellectual development. The CCSW team work to create a safe environment that is inclusive and welcoming of all students, and serve as consultants to the greater campus.

### Posse

In 2012, The Colleges partnered with Posse, one of the most successful college access and youth leadership development programs in the country. Posse helps to identify promising youth in public high schools around the country through a process that takes into account academic and leadership potential that may have been overlooked by standard practices. In doing so, Posse expands the pool from which top colleges and universities recruit students from diverse backgrounds.

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### More on Academic Opportunity Program

The mission of Academic Opportunity Programs is to promote and provide access to higher education to residents\* of New York State who are economically disadvantaged, academically under-served and traditionally under represented in higher education. We serve our constituents by providing a supportive network that fosters academic, social and personal development that inspires students to become fully active members of the campus community that enhances their persistence toward graduation and success beyond HWS.

\*Academic Opportunity Programs also provides access to individuals outside New York State through the AOP HWS grant program which represents approximately 2% of OP student roster. Academic Opportunity Programs also provides support to traditional students of color, international and non-program students as needed.

Support services offered to students include the following:

Academic, personal, financial and career counseling: The Academic Opportunity Program staff can assist its students by providing essential counseling and advising support in the areas of academic, financial aid and social support. The staff also works closely with students to help them take advantage of many other campus resources available such as Career Services, the Counseling Center, faculty advisers, and the Center for Teaching and Learning.

Tutorials: Tutoring and academic support is provided by both Academic Opportunity Program staff and through the Colleges' Center for Teaching and Learning.

Full-need financial aid package: Financial aid is provided through a combination of grants, loans and work. First-year students also receive assistance in purchasing their books and supplies.

**The website URL where more information about the support programs for underrepresented groups is available:**

[http://www.hws.edu/about/div\\_resources.aspx](http://www.hws.edu/about/div_resources.aspx)

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

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**A brief description of the institution's discrimination response policy, program and/or team:**

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**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

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**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

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# Support for Future Faculty Diversity

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## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

## Submission Note:

Below is a link to a pdf, which identifies the various faculty committees, including the Committee on Diversity, Equity, and Social Justice.

<http://www.hws.edu/offices/provost/pdf/committee.pdf>

*"---" indicates that no data was submitted for this field*

## Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty:

According to the "Hobart and William Smith Colleges Faculty Recruiting and Hiring Handbook 2010" before the search process for a new faculty member can begin, the Provost must authorize that the position request was accompanied by a series of criteria, including a search plan that give a description of the steps to be taken to maximize the identification and recruitment of qualified candidates for the position from under-represented groups. This aspect of the search plan will also be submitted to the Committee on Diversity, Equity, and Social Justice for its approval. "Hobart and William Smith Colleges are committed to attracting and supporting a faculty of women and men that fully represent the racial, ethnic, and cultural diversity of the nation and actively seek applications from under-represented groups. The Colleges do not discriminate on the basis of race, color, religion, sex, marital status, national origin, age, disability, veteran's status, or sexual orientation or any other protected status."

**The website URL where more information about the faculty diversity program(s) is available :**

[http://www.hws.edu/offices/provost/pdf/faculty\\_search\\_hiring\\_handbook\\_2010.pdf](http://www.hws.edu/offices/provost/pdf/faculty_search_hiring_handbook_2010.pdf)

# Affordability and Access

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

## Submission Note:

President Mark D. Gearan of The Colleges was invited by President Barack Obama in winter 2014 to be among only 85 college presidents in the nation who attended a Higher Education Summit at the White House. This summit launched a plan of action for increasing college opportunity for low-income and disadvantaged students. The Summit included discussions about higher education's role in increasing college opportunities, an initiative that has been a primary focus The Colleges.

"---" indicates that no data was submitted for this field



**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Pell grants

The Colleges have increased the share of Pell-eligible students (17% of students are Pell recipients). The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain postbaccalaureate students to promote access to postsecondary education.

Geneva Scholarship Associates

HWS has enabled nearly 200 students from the local Geneva High School who have financial need to attend The Colleges

Financial Aid

The Colleges have expanded financial aid in the past five years from \$27 million to \$43 million, making financial aid 30% of the Colleges' budget

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

---

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

Geneva 2020

The Colleges are piloting an unique program rooted in the collective impact model aimed directly at ensuring that low-income high school students in our community have the skills necessary to graduate from high school and to effectively pursue college. The program has already helped move the local high school graduation rate from 70% in 2010 to 82% in 2013, and to increase the number of local high school students entering college from 74% in 2009 to 76% in 2013. The Geneva 2020 is an important effort to advance the Geneva schools and build a stronger community. By harnessing the resources of the entire Geneva community- non-profits, businesses, and individuals- we can provide assistance in three keys areas identified by the Geneva City School District as being critical to the future of Geneva's children

- graduation rate
- career and college readiness
- literacy

Katie Flowers, Director of the Center for Community Engagement and Service Learning, is the coordinator of Geneva 2020.

**A brief description of the institution's scholarships for low-income students:**

Geneva Scholarship Associates

Through the Geneva Scholarship Associates program, The Colleges have enabled nearly 200 students from the local Geneva High School who have financial need to attend The Colleges.

Pell grants

The Colleges have increased the share of Pell-eligible students (17% of students are Pell recipients). The Federal Pell Grant Program

provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

Unknown

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Higher Education Opportunity Program

The Higher Education Opportunity Program (HEOP) provides access to educationally and economically disadvantaged students, increasing campus diversity.

Posse

In 2012, The Colleges partnered with Posse, one of the most successful college access and youth leadership development programs in the country. Posse helps to identify promising youth in public high schools around the country through a process that takes into account academic and leadership potential that may have been overlooked by standard practices. In doing so, Posse expands the pool from which top colleges and universities recruit students from diverse backgrounds.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

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**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Full-need financial aid package: Financial aid is provided through a combination of grants, loans and work. First-year students also receive assistance in purchasing their books and supplies.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

---

**Does the institution have policies and programs in place to support non-traditional students?:**

---

**A brief description of any scholarships provided specifically for part-time students:**

---

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

---

**A brief description of other policies and programs to support non-traditional students:**

---

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

---

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

---

**The website URL where information about the institution's affordability and access programs is available:**

[http://www.hws.edu/admissions/finedu\\_opprograms.aspx](http://www.hws.edu/admissions/finedu_opprograms.aspx)

## Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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"---" indicates that no data was submitted for this field

**Number of employees:**

---

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

---

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

---

**Number of employees of contractors working on campus:**

---

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

---

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

---

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

---

**Number of staff and faculty that receive sustainable compensation:**

---

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,**

**full-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

---

**The local legal minimum hourly wage for regular employees:**

---

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

---

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**The website URL where information about the institution's sustainable compensation policies and practices is available:**

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# Assessing Employee Satisfaction

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

*"---" indicates that no data was submitted for this field*

**Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

No

**The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

---

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

---

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

---

**The year the employee satisfaction and engagement evaluation was last administered:**

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**The website URL where information about the institution's employee satisfaction and engagement assessment is**



**available:**

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# Wellness Program

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

"---" indicates that no data was submitted for this field

## Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
<b>Students</b>	---
<b>Staff</b>	Yes
<b>Faculty</b>	---

## A brief description of the institution's wellness and/or employee assistance program(s):

Faculty, Staff, Administration, and Contract employees of the Colleges, including Marriott Corp. employees, are eligible to use the Bristol Field House by presenting or swiping their Hobart and William Smith Colleges employee Identification Card. Retired employees receive a lifetime membership upon notification from the Department of Human Resources.

Same persons as above are also given full access to all group classes, including indoor cycling, yoga, , zumba, pilates, and many other exercise classes.

Through a special program, Cornell University faculty who are employed at the Geneva Agricultural Experiment Station are also eligible for the full use of our facility. However, they must first contact Pat Mahoney in the Cornell Human Resource Office (787-2234) who will in turn provide us with updated lists of those who are eligible. Cornell faculty must present their Cornell I.D.'s and be checked against our list of eligible users.

**The website URL where information about the institution's wellness program(s) is available:**

[https://www.hws.edu/studentlife/recreation\\_membership.aspx](https://www.hws.edu/studentlife/recreation_membership.aspx)

# Workplace Health and Safety

**Responsible Party**

**Adam Maurer**  
 Sustainability Manager  
 Office of Sustainability

**Criteria**

**Part 1**

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

"---" indicates that no data was submitted for this field

**Please enter data in the table below::**

	Performance Year	Baseline Year
<b>Number of reportable workplace injuries and occupational disease cases</b>	---	---
<b>Full-time equivalent of employees</b>	---	---

**Start and end dates of the performance year and baseline year (or three-year periods):**

	Start Date	End Date

<b>Performance Year</b>	---	---
<b>Baseline Year</b>	---	---

**A brief description of when and why the workplace health and safety baseline was adopted:**

---

**A brief description of the institution's workplace health and safety initiatives:**

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**The website URL where information about the institution's workplace health and safety initiatives is available:**

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# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years



- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

---" indicates that no data was submitted for this field

**Total value of the investment pool:**

202,413,144 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	3,702,654 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	---

**A brief description of the companies, funds, and/or institutions referenced above:**

The Colleges invest in First Reserve Corporation that have a renewable energy portfolio, and also invests in Hancock Timber Resource Group that practices sustainable forestry.

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

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**Does the institution use its sustainable investment policy to select and guide investment managers?:**

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**A brief description of how the policy is applied, including recent examples:**

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**Does the institution's sustainable investment policy include negative screens?:**

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**A brief description of the negative screens and how they have been implemented:**

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**Approximate percentage of the endowment that the negative screens apply to:**

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**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

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**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

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**The website URL where information about the institution's sustainable investment efforts is available:**

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# Investment Disclosure

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## Responsible Party

**Adam Maurer**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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## Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Partnership for Regional Invasive Species Management

**A brief description of the innovative policy, practice, program, or outcome :**

The Finger Lakes Partnership for Regional Invasive Species Management is one of eight regional New York State partnerships established to address the economic, ecological, and human health impacts of invasive species within New York. The FL-PRISM is based at the Finger Lakes Institute at HWS and provides regional leadership to bring together the resources of a diverse range of organizations to prevent, detect, control, and manage invasive species across a seventeen county region. With the cost to control invasive species within the United States at \$137 billion annually, there is a real economic and environmental imperative to build community awareness and participation on invasive species management issues.

The FL-PRISM is an innovative public engagement program of HWS.

Representatives from universities, federal, state and local agencies, lake associations, resource managers, land trusts, the media, and business and industry, as well as private landowners bring together their expertise to serve the region and share a commitment to preserving the ecosystems of the Finger Lakes. This partnership allows for collaboration, greater potential for successful grant funding, greater citizen science capacity, and enhanced environmental stewardship for the large region. The FL-PRISM capitalizes on the synergies among academic institutions, non-profits, citizen scientist, and governmental agencies while mobilizing, training and supporting citizen science using students, volunteers, and retirees.

The work of the FL-PRISM is accomplished by a program coordinator that leads five working groups and encourages on-the-ground control of invasive species through education, trainings, early detection, rapid response and control of invasive species surveys throughout the region. The FL-PRISM also has demonstration projects that showcase efforts of critical action on invasive species across counties.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[FLPRISM\\_LetterofAffirmation.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
Curriculum	---
Research	Yes

<b>Campus Engagement</b>	No
<b>Public Engagement</b>	Yes
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	Yes
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available :**

<http://fingerlakesinvasives.org/>



### Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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### Criteria

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6. The innovative practice or program should originate from an area within the defined institutional boundary.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Sustainable Community Development Program

**A brief description of the innovative policy, practice, program, or outcome:**

Building on three years of external funding support, HWS faculty approved a new minor in Sustainable Community Development (SCD) in 2014. This is an example of an innovative curriculum.

SCD is an interdisciplinary program that leverages existing strengths in the departments of environmental studies, architectural studies, economics, biology as well as the Finger Lakes Institute, HWS Office of Sustainability, and the Center for Community Engagement and Service-Learning. One of the main goals of this innovative curricular program is to help undergraduates build real world skills while assisting the Finger Lakes region in becoming more economically, environmentally, and socially sustainable. For instance, students in the Sustainable Community Development Planning and Methods capstone course worked on a collaborative project to assess and revitalize a former brownfield site in the East Lakeview neighborhood of Geneva. The students engaged neighbors and a wider group of community members from the East Lakeview Neighborhood Association throughout the semester. In smaller teams, the students studied different aspects of the site to understand the neighborhood context. After phases of site analysis, listening sessions, and preliminary design ideas, the students produced detailed design proposals to convert the brownfield property into an active park and recreation center with many sustainable features for consideration by the East Lakeview Neighborhood Association.

The Finger Lakes Community Development Center (FLCDC) is the major co-curricular arm of the SCD program and is based at the Finger Lakes Institute. The FLCDC connects Finger Lakes communities seeking sustainable approaches to issues with well-prepared students and faculty and staff members who actively study, research, and present alternatives. Some of our activities include research and analysis on behalf of municipalities, community leaders, agencies, and organizations regarding community sustainability strategies; green business and infrastructure development; guidance for sustainable practices in tourism, food systems, and urban area management; regional environmental resilience planning; conservation and renewable energy issues; and land use policy guidelines to meet pressures for growth while preserving the desired atmosphere.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[SCD\\_LetterofAffirmation\\_03\\_17\\_15.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
<b>Curriculum</b>	Yes
<b>Research</b>	Yes

<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	Yes
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available:**

<http://www.hws.edu/academics/scd/>

### Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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### Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

HWS Fribolin Farm and Public Engagement

**A brief description of the innovative policy, practice, program, or outcome:**

A local agricultural innovator, entrepreneur and philanthropist donated more than 34 acres of farmland to Hobart and William Smith Colleges in 2014. The HWS Fribolin Farm is located less than a mile from campus, and the grounds include a barn, stables, and spring-fed ponds as well as a dwelling. HWS students of all years have connected with the farm through multiple classes including Agroecology, Food Feminism and Health, and Chicana Feminism that span multiple disciplines. In addition, independent research projects and two different Environmental Studies Senior Integrative Experience (SIE) classes (e.g., capstones) have researched possible farm projects and evaluated them using economic, social, and environmental criteria. Vetted projects include the creation of a heritage orchard, Zen garden, exhibit/community space, farmester, and pollinator plantings, and others. To date, approximately 120 students have had classes focused on the activities on the farm and eight faculty have utilized the farm for class work. In addition, classes and summer interns have farmed the land and raised crops and food.

An innovative aspect of the HWS Fribolin Farm curricular activities is the public engagement and connection of the farm activities to the HWS campus and Geneva community. For instance, approximately 120 pounds of tomatoes were grown by students in 2014, and these tomatoes became the base of the tomato sauce used for the HWS Religious Ministries' weekly Pasta Night. Butternut squash grown at the farm by the Sustainable Living Learning Community was utilized in soup served at a 'giving thanks' Grateful Plate event in partnership with Religious Ministries and other campus organizations. Through a unique partnership between the 15 students enrolled in the fall 2014 SIE and the Finger Lakes Institute, salad ingredients (greens, carrots, and radishes) were grown in the farm's high tunnel and 12 lbs. were donated to the Geneva Lunch Program in November 2014.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[HWSFarm\\_LetterofAffirmation.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	No
Public Engagement	Yes

<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	Yes
<b>Energy</b>	No
<b>Grounds</b>	Yes
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available:**

<http://www.hws.edu/alumni/pssSummer14/environment.aspx>

### Responsible Party

**Adam Maurer**

Sustainability Manager  
Office of Sustainability

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### Criteria

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Sustainable Living: An Innovative Learning Community for First-Year Students

**A brief description of the innovative policy, practice, program, or outcome:**

A groundbreaking residential living learning community focused on sustainability was launched in fall 2014. The two-semester, Sustainable Living Learning Community (SLLC), has engaged 56 first-year students and is focused on the intersection of sustainability and consumption with a particular emphasis on the relationship between local actions and global effects on energy, water, food, and waste. This innovative curricular initiative is funded by the HWS Office of Student Affairs, and is the first offering of a learning community of this format on this subject on campus. Sustainability was chosen as the guiding theme for the first learning community because of intense student interest in sustainability and deep expertise in sustainability by HWS faculty and staff members.

The SLLC courses were created and are being taught by four members of the HWS Environmental Studies faculty including the Chair of the department. The goal of SLLC is to build a strong sense of academic community and co-curricular purpose while introducing students to life at HWS and sustainability on campus and in the Finger Lakes region. For the fall 2014 semester, 56 students took one of four sections of the same first year seminar – Consuming the World – each one taught by a different faculty member. For the spring 2015 semester, students have remained in their same class sections and are taking a linked course that includes a hands-on sustainability project on campus. The chosen project must be focused on one of four broad categories: waste, food, energy, or water. Example projects include eliminating plastic bags from the HWS Campus Bookstore (substituting plastic bags with low-cost, eco-friendly reusable shopping bags), exploring the installation of a trayless waste disposal system at the dining hall, investigating the impacts of alternative food labeling (e.g., listing the carbon and water footprint of food and beverage items), and improving the campus shuttle service to eliminate excess driving on campus and to downtown and other city amenities.

A key distinguishing factor of this community is that the first-year students live together in the same co-ed residence hall. This space was renovated to enable participation in a wide range of classroom experiences right in the residence hall, which includes three seminar rooms, faculty offices and a specially designed kitchen to enable sustainable food preparation. In addition, the students have traveled on a number of field trips in Geneva and the Finger Lakes. The use of the campus farm was a key activity in fall 2014 when the students and faculty members constructed a high tunnel for growing crops. There is also a peer-to-peer component of the learning community whereby students are mentored by four Eco-Reps, who are upper class students with expertise in sustainability and serve as teaching assistants for Consuming the World.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[SLLC affirmation final cleckner.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No



<b>Curriculum</b>	Yes
<b>Research</b>	Yes
<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	No
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

Waste, Water

**The website URL where information about the innovation is available:**

[http://www.hws.edu/studentlife/orientation/lc\\_sustainable.aspx](http://www.hws.edu/studentlife/orientation/lc_sustainable.aspx)