Williams College

The following information was submitted through the STARS Reporting Tool.

Date Submitted: March 20, 2015

STARS Version: 2.0

Table of Contents

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

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

"---" 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?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

2,146,300,000 *US/Canadian $*

Total campus area:

450 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

2,491,400 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

258,401 *Square Feet*

Floor area of healthcare space:

7,016 *Square Feet*

Floor area of other energy intensive space:

24,885 *Square Feet*

Floor area of residential space:

698,712 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	---
Coal	4
Geothermal	---
Hydro	11
Natural gas	47
Nuclear	18
Solar photovoltaic	---
Wind	3
Other (please specify and explain below)	17

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

Oil 4.2%
Municipal Trash 0.4%
Biomass 0.1%
Low Impact Hydro Institute 12%
(Low Impact Hydro Institute certification means that these plants meet or exceed rigorous criteria in eight key areas: river flowers, water quality, fish passage and protection, watershed protection, threatened and endangered species protection, cultural resource protection, recreation, and facilities recommended for removal.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---

Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

3

Number of academic departments (or the equivalent):

26

Full-time equivalent enrollment:

2,079

Full-time equivalent of employees:

1,064

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,045

Total number of graduate students:

54

Number of degree-seeking students:

2,068

Number of non-credit students:

0

Number of employees:

1,232

Number of residential students:

1,973

Number of residential employees:

136

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.

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

Academic Courses

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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*.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	539	36
Number of sustainability courses offered	19	0
Number of courses offered that include sustainability	23	5

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

23

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

26

Number of years covered by the data:

One

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

Williams College Sustainability Related Courses 2013-2014_2.xlsx

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

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

http://ces.williams.edu/courses/

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

Sent campus-wise emails to faculty and students asking for nominations for courses they have taught or have taken. Searched through the Environmental Studies section of the course catalog and scanned through a few other departments course descriptions as well.

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

Other (please describe below)

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

Each undergraduate course was counted as a single course regardless of the number of undergraduate offerings. There are two cross-listed courses that are listed under both graduate and undergraduate courses on the attached document.

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

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

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

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.

"---" *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:
19

Total number of graduates from degree programs:
526

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

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

Environmental Studies concentration, Environmental Science major, Environmental Policy major

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

The major in Environmental Policy brings together core courses in Environmental Studies with relevant coursework in related fields including Economics and Political Science. The goal of the Environmental Policy major is to combine scientific literacy with an understanding of the economic, political and cultural structures involved in institutional decision–making on environmental matters.

The major in Environmental Science brings together core courses in Environmental Studies with relevant coursework in a specific scientific discipline. The goal of the major in Environmental Science is to provide training in one of the natural sciences as well as an understanding of the complex array of natural, social and political factors involved in environmental issues.

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives and appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well–informed, environmentally–literate citizens of the planet who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

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

Undergraduate Program

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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*.

"---" *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 Policy

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

The major in Environmental Policy brings together core courses in Environmental Studies with relevant coursework in related fields including Economics and Political Science. The goal of the Environmental Policy major is to combine scientific literacy with an understanding of the economic, political and cultural structures involved in institutional decision–making on environmental matters.

The website URL for the undergraduate degree program (1st program):
http://ces.williams.edu/academic-program/environmental-policy/

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

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

The major in Environmental Science brings together core courses in Environmental Studies with relevant coursework in a specific scientific discipline. The goal of the major in Environmental Science is to provide training in one of the natural sciences as well as an understanding of the complex array of natural, social and political factors involved in environmental issues.

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

http://ces.williams.edu/academic-program/environmental-science/

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

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

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

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

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 Concentration

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

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives and appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well–informed, environmentally–literate citizens of the planet who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

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

http://ces.williams.edu/academic-program/environmental-studies/

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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*.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Brent Wasser
Sustainable Food and Agriculture Program Manager
Zilkha Center for Environmental Initiatives

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.

"---" *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 Sustainable Food and Agriculture Program Manager offered "Snowed-in on a Vermont farm: Understanding Patterns in a Community Through Food" as a Winter Study course.
The residency at Green Mountain Girls Farm in Northfield, Vermont emphasized the intersection of agriculture, community, and environment. Students stayed at this small diversified farm for one week engaging in farm life, developing a sense of place, and identifying patterns evident on the farm and in the immediate community. Days structured around farm chores, interpretive tours, hands-on workshops, and guest lectures drew on pre-departure readings. The themes of these scheduled activities included permaculture design, cooking, forestry, and community development.

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

http://web.williams.edu/admin/registrar/winterstudy/courseinfo/courses1314.html

Sustainability Literacy Assessment

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.

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

Incentives for Developing Courses

Responsible Party

Hank Art

Rosenburg Professor of Environmental Studies and Biology

Biology

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.

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

Incentives for Developing Courses

Campus as a Living Laboratory

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

"---" *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

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

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:

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:

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:

A student was engaged in a summer internship that focused on campus food waste, composting, and calculating real food %. This internship had multiple learning components

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:

A student was engaged in a summer internship that focused on campus energy use. This internship had learning components.

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:

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:

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:

Comparative Literature - Winter Study 2014 - By Foot: Walking As Method and Experience (Same as COMP 15)
This is a course about walking and its relation to thinking, writing, and art. It combines discussion and analysis with audiovisual art making, and animates these practices through weekly outings in Berkshire County. We will investigate walking as a critical, artistic, and contemplative method, as well as an embodied experience inseparable from social relationships, identities, time, and place. Discussion will be informed by writers as well as artists, among them, Baudelaire, Debord, Fulton, Thoreau, Oliveros, Poe, Rousseau, Varda, and Wordsworth. Issues include: walking as choice, necessity, and performance; walking as aesthetic practice (flânerie, soundwalking, psychogeography); ability, mobility, and the creative process.
Evaluation will be based on participation, the completion of three creative assignments, documented and posted on the course blog. At the end of the course, students will present a final 10-page essay, or a final artistic or documentary project.

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:

ARTS 11 - Winter Study 2014 - Salvaging Words, Objects, and Environments
Everyday objects, whether freshly mass-produced plastic Dollar Store combs or rusty tin cans, are routinely utilized by artists as raw material for their artistic explorations. Often this scavaging and reappropriation of objects yields artwork with powerful historical, social, and emotional narratives.
In this class we will scavenge for objects that already exist in the material and natural worlds. Students will collect, evaluate and arrange these materials to explore how this kind of art-making can convey meaning. Students will be encouraged to think about how the

arrangement and juxtaposition of objects can affect the viewer.

This course has a multidisciplinary approach that will introduce students to the practices of a variety of sculptors, architects, and performance artists who communicate in this manner. From hair to rubber tires to surplus carpet tiles and taxidermied animals, artists like Sonya Clark, Chakaia Booker, Rural Studio, and Punchdrunk single out objects to reframe how we see the world around us.

We will make a studio visit to a professional artist currently working in this style. There will also be field trips to regional salvage outlets to "pick" for materials. The class will culminate in a public exhibition of individual and group projects.

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:

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:

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:

Sixth Grade College Visit - happens every spring. Raise awareness and appeal to kids in under-resourced schools/kids from 1st generation students about the potential impact and accessibility of college.

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:

SPEC 23 - Winter Study - 2014 -
Ultimate Wellness: Concepts for Living a Happy Healthy Life
This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today. We will be approaching post-modern nutrition concepts such as: Bio-individuality, crowding out, deconstructing cravings, and primary food through discussion, reading material, and videos. Students will develop a healthy eating and feasible living approach that includes: Menu planning, food label reading, navigating the grocery store, overcoming sugar addiction, self-care, physical activity, journaling, and achieving balance. Evaluation will be based on completion of assignments, class participation, reflective 10-page paper or equivalent creative project, and final presentation that demonstrates a level of personal growth.

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:

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:

ENVI 16 - Winter Study 2014

Shaping an Eco-Activist's Life

What spurs an individual to become an environmental activist? What can the myriad of personal trajectories of those moved to address a pressing environmental concern teach us about how to achieve meaningful change?

This course will delve into the personal narratives of a broad range of eco-activists (US based and international), some still active today. We will be examining campaigns on issues as varied as fracking, pesticide use, species protection, and climate change and will encounter proponents of diverse tactics including non-violent protest, public awareness raising, litigation, and "monkey-wrenching." These life stories will be explored trough activists' own writings, films, and in some cases in person interactions with the class.

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:

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

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.

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

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

Number of the institution's faculty and/or staff engaged in sustainability research:
19

Total number of the institution's faculty and/or staff engaged in research:
264

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
9

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:

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

Sarah Gardner, Environmental Studies
Kim Gutschow, Religion/Anthropology/Sociology
Shawn Rosenheim, English
Lee Park, Chemistry
Christopher Goh, Chemistry
Hank Art, Biology
Luana Maroja, Biology
Nick Howe, Environmental Studies
Antonia Foias, Anthropology
Shaila Seshia Galvin - Environmental Studies
LaShandra Sullivan, Environmental Studies and Anthropology
Jay Racela - Environmental Studies
David Dethier - Geosciences
Joan Edwards - Biology
Drew Jones - Environmental Studies
Jeannie Albrecht - Computer Science
Sarah Jacobson - Economics
Pia Kohler - Environmental Studies
Magnus Bernhardsson - History

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

We conducted an inventory by sending out a notification in the Williams College "Daily Message" email notification system asking faculty and staff to self-identify. We also contact staff directly who were either included in our last report as having done sustainability research or whose area of expertise lead us to believe that they might be involved in that research.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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:

Each summer the Center for Environmental Studies offers funding to support student projects including scholarly research, career-related internships, and creative endeavors. All Williams students are eligible to apply for CES funding, regardless of major, concentration, or year(graduating seniors are not eligible). All proposals must demonstrate an environmental component, although our interpretation of "environmental" is broad.

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

http://ces.williams.edu/summer-opportunities/

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:

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

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?:

No

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

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

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

Yes

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

The library supports the Environmental Studies curriculum and provides considerable resources about sustainability. Subscriptions include:

Environment Abstracts
Sustainability Science Abstracts
Applied Science and Technology Abstracts

The Williams College Library also subscribes to many other abstract services for the social sciences that provide access to policy studies about sustainability, energy, pollution, and environmental topics.

The book collection continues to grow and contains hundreds of books about various aspects of sustainability. The Williams College Library is also a federal depository library and collect U.S. government documents about a wide range of issues including the environment and sustainability. The library also belong to two library resource sharing consortia, NExpress and the Boston Library Consortium which, together with traditional interlibrary loan, greatly expand access to research material.

Just as importantly, the Williams College Library provides in-person and remote research assistance to students, faculty and staff. Its information literacy efforts include working with CES and other faculty to better prepare students to do research and evaluate sources.

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

Access to Research

Responsible Party

Dave Pilachowski
Director of Libraries
Libraries

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.

Submission Note:

Unbound was established primarily to support the teaching and publishing goals of the Williams faculty through the creation of a repository that supports research, facilitates collaboration and provides a venue to publish and disseminate original research. It is not surprising, then, that the Faculty Publications collection is one of the the first original projects created in Unbound.

The faculty publications project is currently a small sampling of work published by Williams College faculty. Williams faculty are leaders in their fields – recognized nationally, and often internationally, for the high quality and significance of their publications and creative work. However, due to copyright restrictions, many of these publications cannot be added to Unbound. The current contents of the faculty publication collection come from open-access journals.

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

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

26

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

0

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

N/A

A copy of the open access policy:

The open access policy:

N/A

The website URL where the open access repository is available:

http://unbound.williams.edu/

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

The director of the library and the Williams Library systems are actively working to support open access to research, however there is no official college policy about it. Unbound: the Wiliams Digital Commons is a voluntary open access repository.

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

http://unbound.williams.edu/

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.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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*.

"---" *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:
2,068

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

Number of students served (i.e. directly targeted) by the program (1st program):
350

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

The EcoAdvisors are a combination of learning and projects.
The Eco-Advisors, are action-oriented student change agents promoting and educating about environmentally and socially sustainable lifestyles. They strive to connect campus life to global resource issues by advocating for a sustainable future at Williams and beyond. By supporting and collaborating with campus groups, they instigate campus-wide culture shift through student initiatives. They are an open conduit between the student body, like-minded student groups, the Zilkha Center, and the college administration.

Specific projects they have taken on include last year's Trashion Show and Climate Survey.

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

recruit broadly across campus
students apply
Zilkha Center selects 10

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

Zilkha Center staff lead weekly readings/discussions.

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

students are paid
program is staffed by Zilkha Center staff

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

600

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

http://sustainability.williams.edu/eco-advisors

Student Orientation

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

"---" *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:

One of 6 options for a 5-day First Year freshmen orientation experience, ROOT focuses on sustainability, inclusion, and equity, and social and environmental justice.

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

http://new-ephs.williams.edu/ephventures/root/

Student Life

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.

Submission Note:

Another program that offers events:

http://sustainability.williams.edu/sustainable-food

Abby Rampone's blog experience about her internship as the Zilkha Center writer-in-residence and about her work:

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

	Yes or No
Active student groups focused on sustainability	Yes
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	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	No

Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	No

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

Williams Environmental Council meets weekly during the academic year, and works on projects related to environmental sustainability, with a focus on climate change, climate justice, and energy.

The website URL where information about student groups is available:

http://ces.williams.edu/student-opportunities/student-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:

The Williams Sustainable growers maintains two organic gardens on campus. The student organization hosts work parties and harvests for group meals, dining halls, and other student events around campus. The Parsons and Kellogg gardens grow seasonal produce that is available for student consumption. Members of the Williams community are welcome to attend work parties or contact coordinators if they wish to participate in planting, growing, and of course eating.

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

http://sustainability.williams.edu/sustainable-food

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

The Center for Environmental Studies hosts a variety of events throughout the academic year, including the Log Lunch weekly speaker series and several larger speaker events.

The Sustainable Food and Agriculture program, which is a part of the Zilkha Center for Environmental Initiatives,

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

http://ces.williams.edu/

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

Trashion Show - Trash Fashion show modeled by volunteers. Learn what is or isn't recyclable, easy ways that you can save the environment, and other such eco-facts!

Each summer the Zilkha Center for Environmental Initiatives has one internship position for a writer or artist in residence who focuses on sustainability. In the summer or the fall, these artists showcase their work. In the summer of 2014, Abby Rampone was the Zilkha Writer in Residence. Here is a link to one of her readings:

http://williamsrecord.com/2014/05/07/student-writers-and-poets-showcase-talent-creativity/

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

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

The Williams Outing Club, founded in 1915, is the largest student organization at Williams with over 800 student, faculty and staff members. Our mission is to support outdoor activities at Williams and to make the outdoors accessible to everyone, regardless of level of experience.

WOC offers a wide variety of events, trips, and activities throughout the year, including regular sunrise hikes, polar bear swims, campouts, indoor climbing, and PE classes as well as many longer trips and other activities. Special events every year include Mountain Day, Winter Carnival, and the WOOLF outdoor orientation program for first-years.

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

http://wso.williams.edu/orgs/woc/

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

The website URL where information about the theme is available:

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

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

A brief description of sustainability-focused student employment opportunities:

Summer interns in the Zilkha Center for Environmental Initiatives have the opportunity to focus on sustainability projects that impact our campus community.

The Zilkha Center hires interns with specific job descriptions to work for 10 weeks on campus during the summer.

Internships have included: Energy Conservation Analyst, Environmental Center Education Intern, Food Waste Specialist, Artist-in-Residence, and a Social Media/Communications Intern.

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

http://sustainability.williams.edu/blog/zilkha-center-summer-2015-internships

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

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

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

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

Outreach Materials and Publications

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

"---" *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
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

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

A brief description of the central sustainability website:

The Zilkha Center website (

www.sustainability.williams.edu

) provides information on Williams' past and current energy use, emissions, renewable energy projects, campus buildings, and conservation strategies. Real time metering of building electricity and steam use, as well as updates on latest news,initiatives, and ways to take action keep the campus community involved.

The website URL for the central sustainability website:

http://sustainability.williams.edu/

A brief description of the sustainability newsletter:

Now published online by the Center for Environmental Studies this newsletter includes information about a range of issues including the Campus Environmental Advisory Committee, Earthweek, Carbon Emissions Initiative, internships, Hopkins Memorial Forest, speakers at Log Lunch, etc.

The website URL for the sustainability newsletter:

http://ces.williams.edu/publications/ces-notes/ces-notes-2014/

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

The Zilkha Center for Environmental Initiatives has its own facebook page that is regularly updated with campus sustainability information as well as local, regional, and national sustainability news.

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

http://www.facebook.com/zilkhacenter

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

The Zilkha Center website (

www.sustainability.williams.edu

) disseminates and highlights student research on sustainability. Many of the student papers have been used both by staff and other students in implementing sustainability initiatives and projects.

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

http://sustainability.williams.edu/category/academics/academics-student-projects

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

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

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

Signage exists in various forms. In a prominent location in one main dining hall, there is a large photo collages that illustrate our partners. On our chalkboard menus, dining halls often list the farms where food comes from. And there are brochures at tables on occasion that discuss sustainable food systems. Individual food labels indicate local ingredients when they exist in an item. This attached URL doesn't mention the physical signage directly, but it illustrates the local farms and sustainable options that Williams uses.

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

http://dining.williams.edu/sustainability/

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

Many students make environmentally-conscious choices when planning their trips away from the Williams College campus. Whether your destination is North Adams, Albany, Boston, or beyond, this database presents reasonably priced and sustainable transportation options for any trip.

Williams College is a transportation hub: students travel to and from campus during breaks, faculty and staff commute to work, clubs and sports make regular off-campus trips, visitors come to attractions like WCMA and the Clark, and students make trips around the Berkshires for shopping and entertainment.

When Williams College students make environmentally-conscious travel choices, they not only demonstrate their commitment to the environment but also contribute to campus culture and set an example for their peers. The listing below makes it easy for students to minimize fossil fuel use and prioritize sustainability in the midst of their busy lives.

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

http://sustainability.williams.edu/transportation

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

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

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

The Bell Book is the Clifs Notes guide to college living for incoming first years. It includes a webpage about sustainability and it also integrates sustainability into th What to Bring and What Not to Bring lists.

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

http://student-life.williams.edu/student-housing/first-year-housing/bell-book/living-sustainably/

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:

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:

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

The Zilkha Center for Environmental Initiatives maintains an active blog on sustainability issues. Staff and students contribute, writing both about issues relating to Williams and broader sustainability issues.

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

http://sustainability.williams.edu/blog

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

No

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

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

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

material):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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):
Winter Blitz

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

This student-run project engages students and community volunteers to weatherize a total homes in 3 towns near Williams College during a one-day event in November. Students caulk, install weather stripping, insulate hot water pipes, provide and install energy efficient bulbs, and sometimes even rake the leaves. The goal of the project is to help low-income homeowners prepare for the winter through making their homes more comfortable and energy efficient, promote community ties, and provide students with an opportunity for learning skills and engaging in community efforts.

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

Since its inception in 2008, students and volunteers have weatherized hundreds of houses of low-income and elderly neighbors, which has made a significant impact on the comfort of the homeowners and also increased the energy efficiency of their homes and subsequently saved them money on heating and cooling costs.

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

The name of the campaign (2nd campaign):
Bus with Us

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

Williams is partnering with the Berkshire Regional Transit Authority (BRTA) in multiple pilots to expand bus service between Williamstown, North Adams and Pittsfield. Williams students (and employees) can ride FREE (when showing Williams ID) as they travel to volunteer, work, shop or just explore the Route 2 and Route 7 corridors into North Adams and Pittsfield! See the pilot specifics below. For bus schedule information, go straight to the BRTA website at

berkshirerta.com

.

If ridership keeps increasing, we will be able to make the case for more and better service in our region. Students, faculty and staff can help by taking the bus often and providing feedback, both on this site and in person to the "Bus with Us" planning group. Help us move quickly up the learning curve and double our ridership by the end of this year! Check this site and WSO for updates, promotions and other ways you can help.

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

Increased ridership, not only among students and employees but also among community members by increasing service.

The website URL where information about the campaign is available (2nd campaign):
http://learning-in-action.williams.edu/buswithus/

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

Employee Educators Program

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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*.

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

Employee Orientation

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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).

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

Staff Professional Development

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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

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

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.

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

Community Partnerships

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* 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) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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*.

"---" *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:

Williams College has a partnership with the Williamstown COOL Committee, a citizen's group devoted to lower the town's greenhouse gas emissions. Members of the Zilkha Center for Environmental Initiatives (Williams' sustainability office) are permanent members of the COOL committee.

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

Yes

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

Williams College has a collaborative partnership with Berkshire Grown to facilitate the Holiday Farmers Markets in November and December at the Williams College Field House. This event is impactful for both the community and the many local farmers who are vendors at the markets.

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

Yes

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

Williams College students and community volunteers weatherized homes in 3 towns near Williams College during a one-day event in November. Students caulk, install weather stripping, insulate hot water pipes, provide and install CFL bulbs, and sometimes even rake the leaves. The goal of the project is to help low-income homeowners prepare for the winter through making their homes more comfortable and energy efficient, promote community ties, and provide students with an opportunity for learning skills and engaging in community efforts. Many local organizations and Williams College departments support the Winter Blitz program. They help provide training, promotion, information, logistics, materials and tools, and financial resources. Students and volunteers return from their day helping others with renewed energy, new friendships and sense of belonging to their community.

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

"---" *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:

October 2014 - Amy Johns (Director of the Zilkha Center for Environmental Initiatives) and justin adkins (Assistant Director of the Davis Center) gave a presentation on ROOT - a Williams First Year orientation program that focuses on sustainability, inclusion, and equity - at the AASHE conference.

Also at the 2014 AASHE conference, Amy presented about the Living Building Challenge and the Williams College experience of an LBC building/renovation project.

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:

AASHE and NECSC (Northeast Campus Sustainability Consortium)

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

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

Continuing Education

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.

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

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Paula Consolini
Director
Center for Learning in Action

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.

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

Number of students engaged in community service:

985

Total number of students :

2,131

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

Yes

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

79,780

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

No

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

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

No

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

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

http://learning-in-action.williams.edu/

Community Stakeholder Engagement

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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*.

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

Participation in Public Policy

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

"---" *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?:
No

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:

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

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

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

Trademark Licensing

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

Criteria

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

Submission Note:

Williams' logo does appear on apparel - however, it is unlicensed.

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

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

No

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

No

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

No

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

Trademark Licensing

Hospital Network

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.

Hospital Network

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.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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 (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 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.

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.

"---" *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
Business travel	Yes
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	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 GHG emissions inventory was completed using data collected from all relevant college operating departments. The calculations were conducted using the Clean Air - Cool Planet Campus Carbon Calculator.

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?:

Yes

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

The report has been validated internally by senior staff and the campus environmental advisory committee.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	13,315 *Metric Tons of CO2 Equivalent*	13,382 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	405 *Metric Tons of CO2 Equivalent*	576 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	13,537 *Metric Tons of CO2 Equivalent*	9,585 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	**Baseline Year**
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,973	1,925
Number of residential employees	136	124
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,079	2,056
Full-time equivalent of employees	1,064	818
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 1990	June 30, 1991

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

We adopted 1991 as our baseline because that's the earliest year that we have comprehensive records.

Gross floor area of building space, performance year:

2,491,400 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	258,401 *Square Feet*

Healthcare space	7,016 *Square Feet*
Other energy intensive space	24,885 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	1,893 *Metric Tons of CO2 Equivalent*
Commuting	2,367 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	759.45 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

emissions_fy14_report.pdf

The website URL where the GHG emissions inventory is posted:

http://sustainability.williams.edu/emissions/emissions-annual-reports

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

Williams actively invests in energy conservation and efficiency projects in campus buildings. We burned lower emitting fossil fuels in our central heating plant.

Outdoor Air Quality

Responsible Party

Joe Moran
Manager of Safety and Environmental Compliance
Vice President for Operations

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_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

"---" *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?:

No

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

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

Yes

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

The Williams College Safety and Environmental Compliance department completes an annual greenhouse gas emissions report that includes mobile and stationary sources. One component of this is compiling the fuel usage of all sources from invoices.

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

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

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

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

http://sec.williams.edu/environment-compliance/air-quality-emissions/

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.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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.

Submission Note:

The guidelines that were approved by the trustees in June 2011

http://sustainability.williams.edu/files/2010/08/building_guidelines_june_2011.pdf

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

Building Design and Construction

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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.

"---" *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
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

Williams currently has a standard of LEED Gold certification for all new building projects over $5 million.

Total floor area of eligible building space (design and construction):

110,329 *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::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	99,529 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

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::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

June 1, 2011

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

All projects should seek LEED certification (or a similar industry-accepted standard) at the level of Gold, or higher.
These guidelines apply to building projects valued at $5 million or more and
designed after the guidelines' adoption.

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

Recent new construction buildings have been LEED certified. Buildings that are currently in the early planning stages are expected to be LEED certified. In June 2011, the Board of Trustees approved green building guidelines that will be provided to all building committees

and project managers.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://sustainability.williams.edu/files/2010/08/building_guidelines_june_2011.pdf

Indoor Air Quality

Responsible Party

Joe Moran
Manager of Safety and Environmental Compliance
Vice President for Operations

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.

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

Indoor Air Quality

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.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Brent Wasser
Sustainable Food and Agriculture Program Manager
Zilkha Center for Environmental Initiatives

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).

"---" *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:

16.27

A copy of an inventory, list or sample of sustainable food and beverage purchases:

Sample sustainable food puchases, Sep 1 to Jan 1.xls

An inventory, list or sample of sustainable food and beverage purchases:

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:

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:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

A brief description of the sustainable food and beverage purchasing program:

For the last several years, Williams College has annually allocated new money toward increasing the amount of sustainable food that is purchased and served on campus. These budget requests have targeted specific product categories, such as fluid milk, locally raised grass-fed grain-finished beef, and fair-trade bananas. The college is now considering ways to increase sustainable foodways by influencing consumer behaviors, especially through the promotion of vegetarian and vegan menu options. The future of the sustainable food and beverage purchasing program promises to be a hybrid of sustainable purchasing, which often increases budget expenditure, and ecologically-conscious eating habits, which does not necessarily constitute a budget increase and could very well lower costs.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

C-BORD, the menu management software used by Williams Dining, tracks all food items (ingredients) individually. In 2014, C-BORD introduced a sustainability tracking component, which Williams Dining has now fully implemented in cooperation with the Zilkha Center for Environmental Initiatives. Food items are tagged according to over 30 sustainability attributes, as outlined by the Real Food Guide of the Real Food Challenge (

). As new items are added to the database, the manager of the sustainable food program evaluates them individually according to these sustainability criteria and tags them as such. This system allows for real-time reports on sustainability purchasing overall, as well as in reference to specific product attributes.

Total annual food and beverage expenditures:

3,830,416.64 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	No
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No

Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

As a rule, the college does not sign on to national commitments. So although Williams College holds itself to many of the Real Food Campus Commitment principles and our goal is to continue to increase our real food purchases, we are not a signatory.

The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

http://dining.williams.edu/sustainability/

Low Impact Dining

Responsible Party

Brent Wasser
Sustainable Food and Agriculture Program Manager
Zilkha Center for Environmental Initiatives

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:

76

A brief description of the methodology used to track/inventory expenditures on animal products:

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"):

Vegan options are available in all dining halls for all meals. Vegan menu items have recently been improved through the work of a contract nutritionist working for Williams Dining. The college serves Meatless Mondays dinners in one dining hall. See the attached sample menus from Meatless Mondays, as well as examples of other vegan dishes served on campus.

http://dining.williams.edu/announcements/meatless-mondays/

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

The college has recently committed to buying exclusively grass-fed and grain-finished ground beef to supply one of three dining halls. The college has increased its efforts to educate students about alternatives to animal products, which has included support for student-led initiatives to create meat-free menus, educational sessions during meal times, and cooking classes.

The website URL where information about where information about the vegan dining program is available:

http://dining.williams.edu/special-meals/

Annual dining services expenditures on food:

3,503,761.22 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

1,552,035.41 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

373,025.50 *US/Canadian $*

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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	369,439 *MMBtu*	427,927 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	124,300 *MMBtu*	139,546 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	2,491,400 *Gross Square Feet*	2,298,096 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	258,401 *Square Feet*
Healthcare space	7,016 *Square Feet*
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	7,756
Cooling degree days	296

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	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the building energy consumption baseline was adopted:

A brief description of any building temperature standards employed by the institution:

Williams has a campus wide building management system. One of the many things that the BMS is used for is turning buildings to unoccupied mode at appropriate times, with both reduced temperatures and reduced ventilation rates.

A brief description of any light emitting diode (LED) lighting employed by the institution:

Williams has installed indoor LED lighting in several campus buildings, often in high locations where the additional longevity of LED bulbs will make for easier maintenance. We have also installed LED walk way lights in one location. They are located in parking lot on Spring St, Lasell gym track, and exit lights.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Occupancy sensors that turn off lights (and ventilation) have been installed in most buildings across campus. The particular technology used is generally a dual sensor that responds to both motion and sound.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

A brief description of any cogeneration technologies employed by the institution:

In 2002, Williams replaced one of the three boilers at the heating plant with a boiler capable of supporting cogeneration, and installed a steam turbine/generator at the same time.

A brief description of any building recommissioning or retrofit program employed by the institution:

A brief description of any energy metering and management systems employed by the institution:

Williams has a building management system that is connected to most buildings on campus. The BMS allows for remote monitoring of building conditions and energy use, and allows staff to control temperature, ventilation and humidity set points remotely. Humidity control only exists in limited necessary spaces such as the art museum, science center, and music building.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

A brief description of any energy-efficient landscape design initiatives employed by the institution:

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

Several years ago, Williams installed vending misers on several campus vending machines. As vending machines are replaced, they are replaced with Energy-Star machines that have built-in shut down capabilities.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

http://sustainability.williams.edu/category/campus-resource-use

Clean and Renewable Energy

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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:

Another website about our renewable energy
http://sustainability.williams.edu/installation/morley-science-center-pv

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

Clean and renewable energy from the following sources::

	Performance Year
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	95.50 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
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	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)	682 *MMBtu*

Total energy consumption, performance year:

399,273 *MMBtu*

A brief description of on-site renewable electricity generating devices :

Williams has two solar photovoltaic systems (a 7.2 kw and a 26.88 kw) which are metered and together produced 30,291 kilowatt hours in FY 2014 (July 1, 2013 - June 30, 2014)

A brief description of on-site renewable non-electric energy devices:

Williams has three solar hot water systems, but unfortunately does not have metering systems on them, so the energy generated from them is not included in this total.

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:

Williams has purchased green-e certified RECs from Community Energy in the past, but hasn't done so in a few years.

The website URL where information about the institution's renewable energy sources is available:

http://sustainability.williams.edu/installation/library-offsite-shelving-pv

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.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

David Fitzgerald
Horticulturist and Grounds Supervisor
Facilities

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: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • 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 • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • 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 • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • 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 • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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).

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	450 *Acres*
Footprint of the institution's buildings	14.25 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	435.75 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

Williams' grounds are divided in to several different types. While all are managed through IPM, the threshold for action on pests is different for each type. For example, the game play fields are expected to meet NCAA standards and therefore require the most maintenance, both in terms of mowing and cultural practices and input of chemicals when pests do appear, or as occasional preventive measures in previously infested areas. In contrast, the "common grounds" (most green space on campus) is managed with a very high tolerance for pests, and very little chemical input.

A brief summary of the institution's approach to sustainable landscape management:

The goal for sustainable insect management is the same as weed management: to first use natural preventative techniques, then use insecticides sparingly and as effectively as possible. The primary cultural control for preventing insect infestation is core aerating to remove thatch that would help insects thrive.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

When Williams replaces plant material on campus, we replace with native plant materials. All plant designs are reviewed and approved by the college's Horticulturist.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

All grass clippings are left on the grounds during mowing. Other leafy waste from grounds keeping is transported to local farms for composting. Woody waste is burned at the local Department Public Works shed for heat. At times, wood chips are also taken to a local farm for composting.

A brief description of the institution's organic soils management practices:

We use pesticides as infrequently as possible. We just live with dandelions, rather than spraying them. When we do have to use pesticides, we usually use havlf the amount that is recommended. We don't use any insecticides other than a preventative for white grubs. We use fungicides as a preventative every 3-4 weeks from mid-June to the end of August.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

We buy our mulch (double shredded bark mulch) from a lumber company in Ashfield Mass that makes mulch from their by-products from their lumber company.

The fertilizer Williams College uses is organic - Nature Safe.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

The college does very little irrigation. None of the practice fields, common grounds or meadow areas is irrigated. All of the water that these fields receive comes from rainwater. The only turf that is irrigated is on the game fields (Priority A). They are watered by permanent in-ground irrigation systems. The goal is to constantly maintain an inch of water per vertical foot of soil per week. To save time and money, this is only a rough estimate, evaluated by feeling soil samples and comparing to a chart to determine relative moisture. These fields are also visually monitored daily for moisture stress by looking for brown or wilting spots. The irrigation system is not set on a permanent timer schedule. It is only turned on if the water level is getting low or if a hot, dry day is predicted. This practice is important because the water that is used in the irrigation system comes from Williamstown's potable water source. A benefit of only watering as necessary is that the game fields are irrigated to minimize the duration of leaf wetness. This means watering early enough in the day that the grass is not damp when night falls. Moisture encourages disease so minimizing leaf wetness discourages disease and reduces

the need for preventative and curative pesticides.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Use sand and rock salt mix on roads and sidewalks. Roads are not sanded until needed. It is applied only after snow has been cleared. At entryways, we use just magnesium chloride which is easier on the sidewalk and grounds and reduces sand and contaminants entering the buildings. Magnesium chloride on the top deck of parking garage, due to the metal expansion joints. A sand / salt mixture reduces the amount of salt used. Catch basins are cleaned annually. Mechanical equipment is used to control the amount of material applied.

A brief description of any certified and/or protected areas:

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:
No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

http://sustainability.williams.edu/files/2010/09/hannah_grounds.pdf

Biodiversity

Responsible Party

Drew Jones
Hopkins Forest Manager
Center for Environmental Studies

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.

"---" *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:

Several areas within the forest have been identified by the Commonwealth of Massachusetts as priority areas for conservation. These include several first order stream corridors and small wooded wetlands, as well as habitats for several upland plant species, including wild ginseng (Panax quinquefolius), and crooked-stem aster (Symphiotrichum prenanthoides). Most of the rare upland plant habitat occupies lower elevation sites with enrichment from the marble bedrock that underlies the Hoosic River Valley. These areas tend to lie below 1200 feet in elevation. Several small wooded ponds, ("vernal pools") have been identified and certified with the Massachusetts Natural Heritage Program. In the case of two of the pools, we have found a state protected ("Special Concern") vertebrate, the Jefferson's Salamander. Another area of conservation interest is the Taconic Range, a ridge that frames the western flank of the property (in New York), and spans from 2100 to 2500 feet in elevation; this ridgetop harbors some more northerly species, that are not necessarily state listed, but are of conservation interest nonetheless. We also own an enriched thermal spring and fen at the lower, opposite end of the forest, which harbors some interesting, though not "endangered" plant species.

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:

In the recent past we have monitored many of the rare species on the property including crooked-stem aster, wild ginseng, the Jefferson's salamander (Ambystoma jeffersonianum) using pitfall/drift fence arrays, and wood turtle (Glyptemys insculpta), via radio tracking. In addition we have monitored and in some cases managed several apparently healthy examples of American chestnut, (Castanea dentata). Two species that we had previously studied or monitored, the Appalachian brook crayfish (Cambarus bartonii) and the Northern spring salamander (Gyrinophilus porphyriticus), recently have been de-listed as rare species by the Commonwealth. More recently we have been tracking an apparent expansion of breeding mourning warblers (Oporornis philadelphia) into the higher elevations of the forest using ad-hoc surveys and point counts. With this species and others -- including the Eastern towhee (Pipilo erythrophthalmus), New England cottontail (Sylvilagus transtitionalis), and smooth green snake (Opheodrys vernalis) -- in mind, we recently created more early successional habitat in two five acre patches near the top of the Taconic Range; we intend to monitor these sites to track any changes in the numbers of these and other species of interest.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Hopkins Forest and its surrounding wooded tracts have been identified by the Nature Conservancy and the Commonwealth of Massachusetts as priority core forest habitat through their BioMap program. In terms of forest stand level research, we have been monitoring 400 permanent vegetation plots, some going back to the 1930s (originally established by the U.S. Forest Service). These plots are all surveyed on an approximate 15 year rotation and this allows us to detect changes in the forest composition over time; track declines and gains on the species level; and make climate related correlations with these and other biometric variables. Additionally, annual breeding bird point counts in June allow us to monitor trends in many species of forest interior (and edge) songbirds; we have identified more than 50 breeding species in the forest and in excess of 125 bird species that use the forest on a year-round basis. In collaboration with local birding groups, we conduct annual Christmas bird counts and spring migration counts that help us to keep track of avian populations beyond the breeding season.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

In terms of invasive species: we have a long-term study that targets the population dynamics of garlic mustard (Allaria petiolata) at three sites in the forest. We are looking at the interplay between this introduced biennial and some native herbs that grow in its midst. In some cases, where it does not interfere with ongoing research and is deemed manageable, we have taken measures to remove invasive species, primarily Asian shrub honeysuckles (Lonicera spp.), Japanese barberry (Berberis thunbergii), buckthorns (Rhamnus spp.) and Eurasian bittersweet (Celastrus orbiculatus). We are also keeping our eye on apparent incipient invaders, most notably Norway maple (Acer platanoides); we are determined to keep this weedy tree away from native stands of sugar maple where feasible.
On the ecostystem level, we have identified several sensitive or locally uncommon habitats -- including a dry chestnut oak stand, rich

marble outcrops, high elevation heaths, and the aforementioned wooded pools and fen. In some cases we have begun to target these areas for management or protection, e.g. prescribed fire on the oak site, and possible control of Phragmites near the fen. Indeed, the main impetus for a recent ten acre land acquisition along our southern boundary was the protection of two wetlands of high value for Jefferson salamanders and other breeding amphibians. We certainly have a keen interest in maintaining and enhancing the biodiversity of Hopkins Forest and are poised to take the steps necessary to do so.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

http://hmf.williams.edu/

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.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

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

Cleaning Products Purchasing

Responsible Party

Dan Levering
Assistant Director for Custodial Services and Special Functions
Facilities

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?:

No

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

Total expenditures on cleaning and janitorial products:

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?:

A brief description of the institution's low-impact, ecological cleaning program:

We purchase many Green Seal and EcoLogo cleaning products, but with staff transitions, we have lost the thread about what purchases fall into what category. This is something we will address soon.
We have recently started using Orbio technology which cleans by using water electrolysis and without using chemicals.

A copy of the sections of the cleaning contract(s) that reference certified green products:

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

Williams encourages the use of 100% post consumer recycled content white copier paper, and 30% post consumer recycled content colored paper.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

Williams College recommends that offices use 100% recycled paper. The paper ordering form lists 100% recycled content office paper in prominent positions.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

No

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	---
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://dining.williams.edu/mail-room/paper-order/

Inclusive and Local Purchasing

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:
No

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:
No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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.

"---" *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?:
No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:
No

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

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.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:
Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:
None

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

<div align="center">

Responsible Party

Timothy Reisler
Assistant Director for Administrative Services
Facilities

</div>

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.

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

Total number of vehicles in the institution's fleet :

80

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	3
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
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:

We have been buying 4 cyl Ford Transits recently instead of 6 cyl vehicles. Currently there are not many options on the market where cargo vans or heavy trucks are concerned. We did explore converting vehicles to propane but that concept was shelved for now.

The website URL where information about the institution's support for alternative fuel and power technology is available:

http://sustainability.williams.edu/campus-resource-use/transportation

Student Commute Modal Split

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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.

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

Total percentage of students that use more sustainable commuting options:

99

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)	1.10
Walk, bicycle, or use other non-motorized means	98.90
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

An in-person survey was conducted in front of a variety of classroom buildings at various times throughout the day and a week.

The website URL where information about sustainable transportation for students is available:

http://sustainability.williams.edu/transportation

Employee Commute Modal Split

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

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

Total percentage of the institution's employees that use more sustainable commuting options:

23

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)	77
Walk, bicycle, or use other non-motorized means	12
Vanpool or carpool	10
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	1

A brief description of the method(s) used to gather data about employee commuting:

We designed and administered a statistical survey for all Williams College employees. We advertised this opt-in survey through the campus "Daily Messages" email notification system and sought out department heads to conduct paper surveys where appropriate.

The website URL where information about sustainable transportation for employees is available:

http://sustainability.williams.edu/transportation

Support for Sustainable Transportation

Responsible Party

Amy Johns

Director

Zilkha Center for Environmental Initiatives

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

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:

We have short-term bike parking next to many buildings.
And we have a few areas with long-term bike parking - but not near all residence halls.

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:

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:

Williams has a student organization called Purple Bikes that refurbishes and lends bicycles.

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):

Williams operates a free weekly shuttle bus to several local retail operations, including the grocery store, food co-op, mall, and Wal-Mart.

It also collaborates with the local public bus company to provide daily free runs for students during the academic year.

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:

Williams College does not, but it is available through MassRIDES is a free program of the Massachusetts Department of Transportation (MassDOT) designed to help reduce traffic congestion and improve air quality and mobility.

They provide GRT to faculty and staff who sign up for their free program.

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:

Williams Students Online maintains an online ride-share board open to students, faculty and staff.

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:

Williams participates in ZipCar, and has four ZipCars available on campus for student, faculty, and staff use.

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:

A joint project between the town of Williamstown and Williams College, the Level 2 charging station is located on campus adjacent to a parking lot used by the town and college and across the street from a popular coffee shop. The station can charge two cars at a time and is free.

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:

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:

Faculty and staff in some instances can work a condensed work week to reduce travel to the campus. This is an informal policy and must be negotiated with the employee's supervisor. This does not apply to all positions.

Does the institution have incentives or programs to encourage employees to live close to campus?:
Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

The College makes subsidized mortgages available to eligible faculty and administrative staff in order to assist them in acquiring homes in the greater Williamstown area.

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:

The website URL where information about the institution's sustainable transportation program(s) is available:
http://sustainability.williams.edu/transportation

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.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.*

Submission Note:

Prior to 2011, Williams only collected information about recycling quantities, not trash. The 2005 baseline therefor is conservative, and assumes no improvement between 2005 and 2010.

While Williams has a composting program, we did not collect data on how much we have composted, either in 2005 or 2010.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	249.47 *Tons*	193 *Tons*
Materials composted	50.67 *Tons*	0 *Tons*

Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	759.45 *Tons*	696 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,973	1,984
Number of residential employees	136	124
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,079	2,088
Full-time equivalent of employees	1,064	1,050
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2009	June 30, 2010

A brief description of when and why the waste generation baseline was adopted:

A brief description of any (non-food) waste audits employed by the institution:

In January 2014 a waste audit was performed on trash selected from representative buildings across campus to determine categories of waste and potential for minimization.

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The course catalog, class hours, and faculty/staff directories are all available on-line by default.

A brief description of any limits on paper and ink consumption employed by the institution:

Students are given a quota of free printing for each semester. The quota applies at all computer labs, libraries, and networked printers. If a student prints more than their quota, they have to pay for printing beyond it. The print quota system has decreased student printing by 25-30%.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Williams works with several local non-profit organizations on the "Give it Up" end of the year donation campaign. Large storage pods are deployed around campus during the several weeks when students are moving out. Students are encouraged to donate clothing, furniture, food, school supplies, books, and household goods in the pods. The items are retrieved by local non-profits, who re-sell the items at a large fall tag sale and clothing sale.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

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:

LeanPath
Measures pre- and post-consumer food waste in dining halls in order to provide information to everyone about the amounts of food waste being produced on campus.
And to help change behaviors both in terms of food prep and on the consumer side.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Two of three dining halls on campus no longer have trays.

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):

Students can ask for a reusable to-go container at any dining hall and are asked to return them for cleaning and reuse.

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):

For all dine-in meals, Williams provides only reusable service ware.

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:

Customers who bring a reusable mug to the Lee Snack Bar and the Eco-Cafe receive a 50% discount.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

Waste Diversion

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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*.

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

Materials diverted from the solid waste landfill or incinerator:

300.14 *Tons*

Materials disposed in a solid waste landfill or incinerator :

759.45 *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:

Williams has a well established recycling program with containers for paper, cardboard, and bottles and cans in all campus buildings. In addition, we collect compost in all dining halls.

A brief description of any food donation programs employed by the institution:

There is an established student program to recover perishable surplus food to donate to local food kitchens.
FRN/WRAPS (Food Recovery Network/Williams Recovery of All Perishable Surplus) delivers surplus dining hall food to the hungry through local agencies, including the Berkshire Food Project, Coty Youth Center, the Salvation Army, and Louison House. Volunteers ordinarily commit one evening (60-90min) per week, but other arrangements are possible.

A brief description of any pre-consumer food waste composting program employed by the institution:

Pre-consumer food waste is collected in all dining halls, and transported to Holiday Farm.

A brief description of any post-consumer food waste composting program employed by the institution:

Post consumer food waste is collecting in all dining halls. It is transported to Holiday Farm for composting.

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
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No

Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

7,728 *Tons*

Construction and demolition materials landfilled or incinerated :

444 *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:

All new construction and major renovation projects on campus either pursue LEED or Living Building Challenge certification. Both programs have guidelines that encourage or require 50-100% of construction and demolition waste be recycled or salvaged.

Hazardous Waste Management

Responsible Party

Joe Moran
Manager of Safety and Environmental Compliance
Vice President for Operations

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.

Submission Note:

info about e-waste is here

http://sustainability.williams.edu/waste-recycling/recycling

"---" *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:

Changes in regulation of hazardous and universal waste have tended to increase the quantity of them being collected on Williams' campus, as has our decisions to provide battery collection. We view these as a positive, however, since those materials are now being disposed of in the proper manner.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Universal Waste is collected in buildings and transported to several collection locations on campus, and disposed of by appropriate third parties.

The EPA governs primarily our generation and disposal of hazardous waste. We have appropriate EPA numbers, for our two locations on campus. One for our waste from the Sciences is located in Morley and our second is located near the Facilities Building . The two numbers are required because we cannot transport waste across public streets and hence must have two separate areas. Williams is considered a Small Quantity Generator so our waste is packed and removed by a licensed hauler every 180 days. In addition, waste oil, which is not EPA regulated, is removed as needed by Cyn Environmental, and the solvents in the paint brush cleaners are removed by the vendor, presently Heritage Crystal Clean. All waste manifests are filed in the office of the science safety officer, and copies are sent to the appropriate state agencies.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

N/A

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

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):

The Office of Information Technology collects computers for recycling as part of their regular replacement of faculty and staff computers, as well as servers and lab computers. In addition, Williams runs a "Green Up" event at the end of the spring semester where students, faculty, and staff can bring their unwanted electronics to the college for recycling. (should have a bigger conversation. Dell should be taking it away) - somewhere in here, talk about recycling of the cartridges

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Williams works with Electronics Recyclers International, Inc. for all of our electronics recycling. They are a founding member of e-Stewards, a third-party non-profit certification organization whose standards cover the environment, social, and health impacts of electronics recycling. (email all to Joe and he can make any modifications)

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://sec.williams.edu/environment-compliance/hazardous-waste-policy/

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.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Ken Jensen
Assistant Director for Facility Operations
Facilities

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.

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

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	38,875,804 *Gallons*	46,851,728 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	35,187,416 *Gallons*	42,406,614.75 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	1,973	1,851
Number of residential employees	136	124
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,079	1,997
Full-time equivalent of employees	1,064	989
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	2,491,400 *Square Feet*	2,366,400 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	435.70 *Acres*	436.42 *Acres*

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	**End Date**
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

None in use at this time.
We are currently building a Living Building Challenge building that will utilize such systems.

A brief description of any water metering and management systems employed by the institution:

The campus uses "master meter" which uses 3G to allow remote reading of water meters in each building. Each campus structure is metered separately.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

We now replace 1.6 gallon flush toilets with 1.28 gallon flush toilets.
We now replace urinals with the college's standard - water-less urinals.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Water efficient landscaping that incorporates native plants and requires no irrigation once established

A brief description of any weather-informed irrigation technologies employed by the institution:

Soil is tested by hard to assess need for watering. Then, irrigation decision is made using forecasted weather to assess the necessity of irrigation.

A brief description of other water conservation and efficiency strategies employed by the institution:

The website URL where information about the institution's water conservation and efficiency initiatives is available:

http://sustainability.williams.edu/campus-resource-use/water

Rainwater Management

Responsible Party

Jason Moran
Senior Project Manager
Facilities

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.

"---" 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:

Williams' does not have general Low Impact Development practices but instead makes a separate assessment of what makes sense for every project. A few examples of current LID practices in use are:
-Catch basins that remove 80% of total suspended solids (TSS) from storm drains. They are cleaned once every 2 years.
-36" diameter perforated pipes below the surface of Paresky Lawn, allowing water to slowly drain into surrounding earth rather than

running off over impervious surfaces

-Stormwater drains are monitered to catch more serious, non-solid contaminants from flowing into the local water source

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:

All new projects involve an evaluation of stormwater management that must be concluded before the project starts. We have to make sure that post-development flows are equal or less than pre-development flows in both volume and velocity. The college uses a range of different retention and detention structures.

A brief description of any rainwater harvesting employed by the institution:

None

Rainwater harvested directly and stored/used by the institution, performance year:

0 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Deep Sump Catch Basins are employed throughout the campus—this is a staple of Williams' construction. Retention and Detention systems also filter the water. Finally, we also use a number of Stormcepter devices that help to remove trash and sediment from the water.

A brief description of any living or vegetated roofs on campus:

There are living roofs on top of Hollander and Shapiro Hall

A brief description of any porous (i.e. permeable) paving employed by the institution:

We have not recently used permeable paving. The soil in Williamstown is not conducive to permeable paving.

A brief description of any downspout disconnection employed by the institution:

The college has a limited number buildings that employ downspout disconnection. However, most buildings' gutters lead directly into underground water storage structures, as the buildings are fairly old. In new buildings, downspout disconnection is always considered.

A brief description of any rain gardens on campus:

We have a number of rain gardens on campus—there is one in front of the Schapiro academic building and another at the library shelving facility.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The campus has a mixture of retention and detention structures, most of them buried beneath grass surfaces. In total, the college uses 8 retention and detention structures, including one pond located to the south of Schapiro Hall in the landscape area and another depression towards the end of the landscape area that acts as a pond.

A brief description of any bioswales on campus (vegetated, compost or stone):

Upper and lower Cole field have grass swales

A brief description of any other rainwater management technologies or strategies employed by the institution:

-Catch basins that remove 80% of total suspended solids (TSS) from strom drains. They are pumped once every 2 years.
-36" diameter perforated pipes below the surface of Paresky Lawm, allowing water to slowly drain into surrounding earth rather than running off over impervious surfaces
-Stormwater drains are monitered to catch more serious, non-solid contaminants from flowing into the local water source

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

Wastewater Management

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*.

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

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.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

"---" *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:

The Zilkha Center for Environmental Initiatives is committed to protecting and enhancing the natural and built environment in which we learn, work, and live. We research, investigate, support, promote and implement sustainability programs and educational initiatives. We work with faculty, staff and students, and local and national organizations to deepen our understanding of our impact on the earth's resources and our responsibilities for developing a sustainable future. In working towards that future, we aim to support the global effort to advance environmental sustainability. To succeed, we must balance environmental, social and economical considerations in all of our decisions and actions. At the core of our approach is the belief that sustainability means meeting the needs of our current generation without compromising the ability of future generations to meet their needs.

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 Campus Environmental Advisory Committee is a group of faculty, staff, students, and administrators that serves as a forum for environmental policy at Williams. Advising the Vice President for Operations of the College, CEAC develops environmental resources and strategies regarding campus operations and planning. The goal is to improve Williams' ecological impacts.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Lara Shore-Sheppard - faculty - CEAC chair
Bob Wright, Executive Director, Facilities
Dinny Taylor (Chris Warren acts as her proxy), Information Technology
Amy Johns, Director Zilkha Center for Environmental Initiatives
Claire Swingle - student
Roxana Rodriguez - student
Jefferson Strait - faculty
Ed Gollin - faculty
Bob Volpi - Director of Dining Services
Ralph Bradburd - Dept Chair - Center for Environmental Studies
Sarah Gardener - Associate Director - Center for Environmental Studies

The website URL where information about the sustainability committee(s) is available:

http://committees.williams.edu/ceac/

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Zilkha Center for Environmental Initiatives is committed to protecting and enhancing the natural and built environment in which we learn, work, and live. We research, investigate, support, promote and implement sustainability programs and educational initiatives. We work with faculty, staff and students, and local and national organizations to deepen our understanding of our impact on the earth's resources and our responsibilities for developing a sustainable future. In working towards that future, we aim to support the global effort to advance environmental sustainability. To succeed, we must balance environmental, social and economical considerations in all of our decisions and actions. At the core of our approach is the belief that sustainability means meeting the needs of our current generation without compromising the ability of future generations to meet their needs.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

3

The website URL where information about the sustainability office(s) is available:

http://sustainability.williams.edu/zilkha-center

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Amy Johns, Director

A brief description of each sustainability officer position:

The Zilkha Center for Environmental Initiatives is committed to protecting and enhancing the natural and built environment in which we learn, work, and live. We research, investigate, support, promote and implement sustainability programs and educational initiatives. The Director of the Zilkha Center, participates on building committees, leads strategic planning and implementation efforts, works to develop joint initiatives with other departments. Supervises the sustainability staff.

The website URL where information about the sustainability officer(s) is available:

http://sustainability.williams.edu/

Sustainability Planning

Responsible Party

Amy Johns
Director
Zilkha Center for Environmental Initiatives

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.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	---
Research (or other scholarship)	No	---
Campus Engagement	No	---
Public Engagement	No	---
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	No	---
Grounds	No	---
Purchasing	No	---
Transportation	No	---
Waste	No	---
Water	No	---
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	No	---
Investment	No	---

Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

Williams has a formal emissions goal of 10% below 1990 level by 2020.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Williams has a formal emissions goal of 10% below 1990 level by 2020.
This will be achieved through energy conservation and efficiency, burning cleaner fossil fuels, and renewable electricity.

Accountable parties, offices or departments for the Air and Climate plan(s):

Zilkha Center, Provost's Office

A brief description of the plan(s) to advance sustainability in Buildings:

Williams has adopted a policy of LEED Gold certification for all new construction over $5 million.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Williams has adopted a policy of LEED Gold certification for all new construction over $5 million.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities, Zilkha Center

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Members of the Zilkha Center for Environmental Initiatives, Williams Dining, and the Center for Environmental Studies meet regularly to discuss sustainability initiatives in dining services. The college has not formally adopted sustainability plans for dining, but it is drafting such a plan.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Williams Dining is committed to achieving 20% sustainable food purchases by 2020, in accordance with Real Food criteria.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Campus Environmental Advisory Committee, with members representing Williams Dining, the Zilkha Center for Environmental Initiatives, The Center for Environmental Studies, and the student body.

A brief description of the plan(s) to advance sustainability in Energy:

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Accountable parties, offices or departments for the Energy plan(s):

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

Meet 100% of need for all admitted students who are eligible. For all 4 years that you are here. What makes Williams different is that they don't "gap" students and can assist them for all four year. don't turn anyone away because of a deadline. likelihood about any student having to leave b/c of financial reasons is slim or none.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Williams meets 100% of demonstrated financial need, even for the neediest students. Williams has a zero loan policy for students from families with incomes below $75,000 which enables low-income students to graduate with little if any student loan debt. Though our maximum loan debt is $16,000 after four years, many students are eligible for a reduced loan expectation if their parent contribution is below $20,000. Further, students with parent contributions below $4,000 are eligible for a Health Insurance Grant to cover the cost of state mandated health insurance coverage and lower student summer savings expectations - and all students eligible for aid receive a book grant to cover the full cost of required texts and course reading packets thereby exempting them from any out-of-pocket costs for reading materials.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Financial Aid
Davis Center

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Williams College Sustainability Principles

Williams is committed to protecting and enhancing the natural and built environment in which we learn, work, and live, and to supporting the global effort to advance environmental sustainability. These efforts rely on the involvement of all members of the campus community. To succeed, initiatives must be not only environmentally responsible but also socially fair and economically sound.

The College's greatest contribution is through educating our students, who will go on to become environmental stewards through their many roles as scientists, lawyers, investors, politicians, manufacturers, writers, advocates, artists, teachers, parents, consumers, and citizens. We do this through our teaching, research, and co-curricular offerings, and by demonstrating and embracing sustainable practices in the development and operations of our campus.

As faculty, staff, and students, we educate ourselves about important issues related to sustainability and pass on our learning to the larger communities of which we are all part. We eagerly share ideas with and learn from our neighbors and colleagues and seek consortial arrangements that can develop and broaden such practices. We work to contribute to the development of environmental standards. We report regularly on our progress.

In addition to adhering to all environmental laws and regulations, Williams focuses on the following sustainability issues.

Energy and Emissions:
We reduce emissions of greenhouse gases by increasing energy efficiency and selecting cleaner and renewable energy sources. We reduce energy use by constructing only the facilities we need and by building, renovating, maintaining, and operating them to use energy efficiently throughout their life. As campus community members, we seek to reduce energy use in our daily lives, in our work, and in our travel and to be mindful of the impacts of our choices.

Natural Resources:
We reduce our effects on water systems by minimizing use and by managing storm-water runoff. When materials are required, we select sustainably harvested sources to preserve natural resources. We protect the local habitat by limiting the physical growth of the college. We work to develop built landscapes in ways that support natural ecological functions by protecting existing ecosystems and regenerating ecological capacity where it has been lost. We provide opportunities for members of the community to interact with and appreciate the environment.

Procurement, Consumption, and Waste:
We reduce, reuse, and recycle materials. We work to understand and decrease the environmental impacts of the use, production, transportation and disposal of items we purchase. We select vendors committed to sustainable practices throughout the life cycle of their products, and we prefer to buy locally.

Quality of the Built Environment:
We build and maintain buildings that provide safe, comfortable and healthy environments for students, faculty and staff through effective

use of day-lighting, ventilation, and connections with the natural environment. We work to improve our understanding of toxic materials used on campus and to reduce their presence in labs, art studios, and building and maintenance materials as well as in cleaning, landscaping, and pest-control.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Williams College does not have a strategic plan.

The website URL where information about the institution's sustainability planning is available:

Governance

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.

"---" *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)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

All students are eligible to run for the student-elected college council, all students can come to college council meetings, all students can submit a resolution to college council. All students can participate in a campus decision-making committee.

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?:
No

A brief description of student representation on the governing body, including how the representatives are selected:

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students serve an active (voting) role on all of the major college committees, including the Committee on Priority of Resources and the Committee on Educational Policy, that make policy recommendations to the Board of Trustees. These committees are effectively responsible for the operations of the school. There have been, and continue to be, students serving on these committees for the past three years.

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)?:
No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

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?:
No

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? :

	Yes or No

Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

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)?:
No

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

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?:
No

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?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Our governance bodies consist of the following:

administrative appointments held by faculty (Dean of Faculty, Associate Dean of Faculty, Associate Dean for Institutional Diversity, Dean of the College, Provost)

standing committees (both appointed and elected)

ad hoc committees (usually appointed by the committees or senior staff needing ad hoc work)

academic departments

interdisciplinary program advisory committees (the governing bodies of these academic units)

advisory committees for parts of the college such as the 62 Center, WCMA

full faculty (for votes at monthly faculty meetings)

First-year tenure-track faculty are not appointed to standing committees but immediately become members of their academic units and are voting members at faculty meetings and sometimes get involved in ad hoc work.

The website URL where information about the institution's governance structure is available:

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.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Committee on Diversity and Community (CDC), formerly the Commission on Campus Race Relations (CCRR), focuses on issues of diversity and community on campus and makes recommendations on both curricular and extracurricular matters with the intention of promoting better understanding between and among groups on campus. The Vice President for Strategic Planning and Institutional Diversity solicits nominations and self-nominations from the campus as a whole and through the regular College Council and Faculty Steering Committee procedures for selection of faculty, staff, and students to committees and annually appoints the Committee Chair and members. The three ex officio members are the Vice President for Strategic Planning and Institutional Diversity, the Associate Dean for Diversity, and an officer of the College Council.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://committees.williams.edu/?cat=8684&ion=273

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

We use two models – staff and student facilitator model (to do the trainings). 2nd model is bringing in a wide range of professionals to work with the trainers.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Ferentz Lafargue
Director
Davis Center

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?:

Yes

A brief description of the campus climate assessment(s) :

Williams routinely surveys students on issues of campus climate. Themes of interest include student/faculty interaction, academic and social engagement, and having a supportive campus environment. Data from these surveys is analyzed by demographic groups of interest, including race, sex, and sexual orientation (when available) in order to find and understand group differences in these important areas. Interventions, if appropriate, can then be devised.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Williams does quite a bit of this on a regular basis in a variety of forms. We don't generally make the results of these analyses public, but this type of work goes on regularly in admission, athletics, the Diversity Action Research Team, Office of Strategic Planning and Institutional Diversity, the Dean's Office, etc. We have a set of "Thrive" metrics that we look at annually that cover approximately 10-12 areas where we want to make sure that students of color and first-generation college students are experiencing Williams in the same ways that other students are.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

There was a recently completed staff survey. Faculty survey completed 2 years ago, which has resulted in a number of followups. Inclusion of a diversity advocate on all searches and extra targeted recruitment. Development of Teaching in the Diverse Classroom – professional development for faculty members – emerged last year.

DART (the Diversity Action Research Team – initiative of the vice president) monitors faculty recruitment and retention and staff recruitment, retention, and development. Helped launch both of the above surveys.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

http://diversity.williams.edu/

Support for Underrepresented Groups

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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.

"---" *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:

The Davis Center is a part of the Office of Strategic Planning and Institutional Diversity which also consists of the Vice President, Associate Dean, and Special Academic Programs. Together, this unit seeks to strengthen Williams College's commitment to inclusion by ensuring that diversity initiatives are advanced and celebrated.

The Davis Center serves as a nexus, linking communities, galvanizing individuals. It provides a context for incisive, mobilizing, transformative interactions—planned and impromptu—that contribute to the advancement of diverse social identities, particularly those defined by race, ethnicity, class, gender, religion, ability and sexual orientation.

Through collaborative efforts with faculty, staff and students the Center bolsters critical thinking, facilitates meaningful dialogue and precipitates multilateral exchange throughout the Williams College community. The result is empowerment—fundamental to leadership and essential to social change.

Affinity groups include the Chinese-American Student Organization, Koreans of Williams, South Asian Students Association, Black Student Union, International Club, Muslim Student Union, Queer Student Union,Vista (Latinos at Williams), Williams College Jewish Association, and the Women's Center.

The Office of Special Academic Programs helps all students, regardless of background, thrive academically at Williams. While OSAP's work concerns itself generally with eradicating racial and socio-economic disparities in higher education, it focuses on several specific programs.

The Mellon Mays Undergraduate Fellowship (MMUF) and the Williams College Undergraduate Research Fellowship (WCURF) work to increase racial and socio-economic diversity in higher education by preparing students from underrepresented groups for academic careers. Both fellowships provide opportunities for faculty-mentored research, preparation for graduate school, and individualized support from the Office of Special Academic Programs.

The Summer Humanities and Social Sciences program (SHSS) is a 5-week program for talented incoming first year students with a passion for the humanities or social sciences who are from underrepresented minority groups and/or who are first-generation college students. The program has two main goals: First, it provides its students with a preview of the Williams experience and familiarizes them with some of the extraordinary academic opportunities the college offers. Second, we hope that the glimpse of research and teaching afforded by our faculty and Teaching Assistants will inspire some of our students to consider a career in one of the academic fields of the humanities and social sciences.

The website URL where more information about the support programs for underrepresented groups is available:

http://davis-center.williams.edu/

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?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

If you feel you have experienced an incident that could be either discrimination or sexual harassment/misconduct, talking about the incident soon thereafter with an official representative may be helpful. The College has designated members of the community who serve in the official capacity of discrimination and sexual harassment advisors. These advisors include health staff and counselors, assistant and associate deans, human resources officers, chaplains, and the V.P. for Strategic Planning and Institutional Diversity (also serves as the affirmative action officer). Among them are a number of people who have training in discrimination and sexual harassment counseling (see sexual harassment/discrimination advisors).

Office of Strategic Planning and Institutional Diversity
To fulfill its mission, Williams must continually foster a community in which members from all backgrounds can learn, live, and thrive. The Office of Strategic Planning and Institutional Diversity has primary responsibility for overseeing and coordinating that effort.

We collaborate with faculty, staff, students, alumni, and senior leadership, including trustees, to develop strategies and implement programs to advance issues of inclusion. Key initiatives currently include:

increased recruitment and retention of a diverse student body, faculty and staff
more effective and inclusive processes for staff assessment and professional development
programs that promote inclusive academic excellence
increased engagement with emerging alumni populations
pipelines to strengthen diversity within the Board of Trustees
The Office serves as a resource for all members of the College community in addressing grievances and issues of discrimination and sexual harassment/misconduct.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://diversity.williams.edu/discrimination-harassment/

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?:

Yes

Support for Future Faculty Diversity

Responsible Party

Ferentz Lafargue
Director
Davis Center

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:

http://osap.williams.edu/fellowships/

Additionally, the Vice President for Strategic Planning and Institutional Diversity, and the Associate Dean for Institutional Diversity, work with the Dean of the Faculty and the chairs of hiring units to foster the building of "a diverse and inclusive community," throughout the process of faculty recruitment and hiring. They also monitor trends in hiring patterns and in the overall diversity of the Williams College faculty, as well as comparisons with peer institutions (see Faculty Diversity Data on OSPID web site).

The Office of Strategic Planning and Institutional Diversity has many resources for faculty and staff recruitment on their website.

http://diversity.williams.edu/faculty-recruitment/

Williams College Non-Discrimination Statement:

Williams College is dedicated to building a diverse and inclusive community in which members of all backgrounds can live, learn, and thrive. In compliance with state and federal law, Williams does not discriminate in admission, employment, or administration of its programs and activities on the basis of race, color, sex, national origin, religion, age, disability, marital status, sexual orientation, gender identity or expression, ancestry, or military service.

"---" *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:

Associate Dean for Faculty Diversity who works with Dept Chairs on recruitment/retention on diversity areas. We also are members of LADO (Liberal Arts Diversity Officers) – a consortium of 27 liberal arts schools, where their chief diversity officers gather to talk about diversity issues. Out of that came the C3 post doc – designed specifically to target scholars to teaching opportunities at liberal arts colleges. Bolin Fellowship is designed for diversifying the professoriate.

The website URL where more information about the faculty diversity program(s) is available :

http://africana-studies.williams.edu/welcome/bolin-fellowships/

Affordability and Access

Responsible Party

Paul Boyer
Director of Financial Aid
Financial Aid

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:

http://admission.williams.edu/affordability/

"---" *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:

Meet 100% of need for all admitted students who are eligible. For all 4 years that students are here. What makes Williams different is that the college doesn't "gap" students - meaning it can assist them for all four years. The College doesn't turn anyone away because of a deadline. The likelihood about any student having to leave b/c of financial reasons is slim or none.

Williams meets 100% of demonstrated financial need, even for the neediest students. Williams has a zero loan policy for students from families with incomes below $75,000 which enables low-income students to graduate with little if any student loan debt. Though our maximum loan debt is $16,000 after four years, many students are eligible for a reduced loan expectation if their parent contribution is below $20,000. Further, students with parent contributions below $4,000 are eligible for a Health Insurance Grant to cover the cost of state mandated health insurance coverage and lower student summer savings expectations - and all students eligible for aid receive a book grant to cover the full cost of required texts and course reading packets thereby exempting them from any out-of-pocket costs for reading materials.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Development of Teaching in the Diverse Classroom – professional development for faculty members – emerged last year.
Director of First Generation Initiatives works with 1st Gen faculty members to boost their profile so that – finds linkages between first generation students and 1st Gen faculty members.

Summer Humanities and Summer Science - faculty members who teach in those programs get training to work with those students.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Summer Humanities and Social Sciences Program
A five-week program for talented incoming first-year students with a passion for the humanities or social sciences who are from underrepresented minority groups and/or who are first-generation college students.

Summer Science Program
This five-week program runs from late June to early August. It is meant to immerse students in science before matriculation at Williams.

The Williams College Financial Literacy website was created and is currently managed by the Financial Literacy Committee. The FinLit Committee is a collaboration between the Dean's Office, Student Life, Financial Aid, Human Resources, Learning in Action, Special Academic Programs, and others on campus. Our goal is to provide comprehensive and accessible resources to help all students improve their money management skills and overall financial well-being at Williams and beyond.

http://sites.williams.edu/finlit/about/

A brief description of the institution's scholarships for low-income students:

Williams meets 100 percent of every student's demonstrated financial need. We look carefully at a variety of information to determine how much you and your family should be able to contribute to the cost of your education, and then we subtract that from the amount it will cost you to attend Williams to figure out how much financial assistance you need.

Your aid package will also include your expected earnings from a campus job and summer employment, and it may include a modest student loan. We won't expect you to borrow more than $4,000 a year (though some families opt to).

Williams Grant: Awarded based on need, this grant covers 85 percent of the average financial aid package.

Williams Book Grant: All applicants who qualify for aid receive a book grant that covers the actual cost of ALL required textbooks, course packets, and studio art fees taken for academic credit during the fall and spring semester(s) when in residence. Winter Study costs, including books, are handled separately.

http://finaid.williams.edu/how-it-works/grants-scholarships/

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Financial Aid office mails out a paper copy of the Financing Guide to all the parents of prospective students. We feel that this is still good to have in front of you as a booklet to flip through. We have received lots of good feedback about it.

The new Financial Aid website was built focusing on ease of navigation. It includes a glossary

http://finaid.williams.edu/glossary/

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Though multi-layered, the Admission Office's strategy for low-income largely centers on two main components: the Windows on Williams (WOW) fall fly-in program, and a formal relationship with QuestBridge, a national non-profit organization.

Every fall, we invite roughly 150 low-income and first-generation college students for an all-expense-paid three day and two night visit to campus for WOW. WOW affords prospective students an opportunity to sit-in on classes, meet faculty and staff, attend admission and financial aid workshops, stay in a dormitory, and ultimately, experience Williams first-hand. Though we hope students will apply and subsequently matriculate as Williams students, the scope of presentation for WOW students differs from the standard model for the typical Williams prospective student;, given the socioeconomic background of most WOW students, we serve primarily as de facto college counselors for this constituency rather than admission officers presenting a "hard-sell" of Williams College. In creating a counselor oriented relationship with these students, we are able to maintain contact with them throughout the application process, providing multiple opportunities for contact that are not explicitly Williams focused. The goodwill created from these efforts often results in yielding a high percentage of WOW applicants who apply for first-year admission and are admitted.

This year, we began the WOW recruitment process earlier than ever in the hopes to extend the relationship with low-income and first-generation students into the summer preceding their senior year. The majority of this year's WOW attendees have also been notified of their selection earlier than ever (late July as opposed to early September in the past). Points of contact for these students have extended beyond the admission staff to current students as well, who are able to provide insight into life at a liberal arts college, and Williams in particular, via email or phone.

Our relationship with QuestBridge is also integral insofar as it allows us to reach a broader range of low-income prospective students than would be possible otherwise. Every summer, Questbridge sends us a database of roughly 5,000 rising seniors, the majority of whom are low-income or first-generation. Of the 5,000 names we receive, roughly 10 to 20% are competitive for admission to Williams. These students, as selected by the diversity recruitment director, are then sent correspondence encouraging them to apply to the WOW program. Though we receive WOW applications from other venues, including but not limited to College Board searches, community based organizations (CBO's), high schools, and other organizations work with, a noticeable portion of the WOW applicant pool are affiliated with QuestBridge.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Williams is a proud QuestBridge partner. QuestBridge is a non-profit organization committed to expanding opportunity in higher education to highly motivated, academically talented, low-income, and underserved youth in America. Our partnership with QuestBridge builds upon a longstanding commitment to making a Williams education available to and affordable for America's best students, regardless of their financial situation.

Over the course of our eight year partnership with QuestBridge, Williams is thrilled to have welcomed more than 250 QuestBridge Scholars and Finalists to our community.

For more information about QuestBridge, including how to apply via the QuestBridge College Match, please visit

http://www.questbridge.org/

.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Other programs are listed on this website:

http://finaid.williams.edu/how-it-works/grants-scholarships/

A few of the programs include
Health Insurance Grant: Awarded to financial aid recipients who enroll in the Williams student health insurance plan and have parent contributions of $4,000/year or less. The grant covers the total cost of the annual health plan.

Winter Study Grant: Financial aid students are eligible to receive aid for their primary Winter Study projects. In most cases, Winter Study grants help defray the cost of books, supplies, and/or transportation. The amount of aid varies depending on the type of project.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

All Financial Aid students pay $0 for their books through scholarships.
This was developed around 2009-2010.
These sorts of scholarships also extend beyond required books to include course reading packets, including: studio art fees (paint, paper, pencils, art), any science lab charges (goggles, disecting kit), private music lessons.

Does the institution have policies and programs in place to support non-traditional students?:
Yes

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:

Children's Center at Williams is available to students. Williams also has a partnership with the Williamstown Daycare Center.

A brief description of other policies and programs to support non-traditional students:

o Dean's Office offers housing for students with children.
o Access to the child center
o Each person who is readmitted after taking time off, is paired with a dean.
o Transfer student orientation process

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	20
The graduation/success rate for low-income students	80
The percentage of student financial need met, on average	100

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:

52

The website URL where information about the institution's affordability and access programs is available:

http://finaid.williams.edu/

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.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Danielle Gonzalez
Assistant Director
HR

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.

Submission Note:

We are market driven and use market salary survey data, but who do not have an articulate basic needs approach. I suspect this is a test we would meet but we have not articulated this in the past.

The following is our current language:
In accordance with the compensation philosophy the support staff and administrative staff salary programs are reviewed regularly to assure that they remain competitive with the appropriate labor market. Jobs are compared with a designated group of peer colleges and universities, similar jobs in a geographic area, or with organizations with similar functions.

The Office of Human Resources reviews the salary structure annually to determine how inflation and the influence of the various labor markets have impacted salaries. Input from department heads concerning the competitive environment of specific professions is solicited. Information about other organizations is gathered through salary surveys. Decisions to revise a salary structure are based on external market conditions and the College's operating circumstances.

Market competitiveness:
"Benchmark" jobs are those that have a comparable job in the labor market with reliable survey data. These jobs form the anchor of the salary structure, and are identified based on individual department and institutional survey data. Human Resources reviews selected jobs annually.

Those jobs that do not have comparable jobs in the labor market are slotted in relationship to benchmark jobs based on similar functions and responsibilities.

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

Number of employees:

1,064

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

0

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

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:

Williams is committed to realizing its vision of educational excellence. The College recognizes that the people who make up its faculty and staff are central to achieving this objective. Williams seeks to offer a competitive "total rewards" compensation package designed to address the diverse and evolving needs of its faculty and staff. The institution supports a total compensation system that (1) is designed to attract, retain and reward people who are committed to Williams goals and values and who are capable of achieving performance objectives; (2) provides compensation consistent with a position's contribution to the institution; (3) is aligned with relevant external markets and the availability of institutional resources; and (4) allocates compensation in a fair, equitable, and consistent manner.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:
No

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:

9 *US/Canadian $*

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?:

Yes

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:

Assessing Employee Satisfaction

<div align="center">

Responsible Party

Danielle Gonzalez
Assistant Director
HR

</div>

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?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

72

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Williams uses a web-based survey
HR also runs many training and development workshops and conducts surveys after each one.
Williams also measures employee satisfaction and engagement through performance development/annual performance reviews.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Issues raised by the survey were taken up by HR, the Committee on Diversity and Community, and the Williams Staff Committee, among others.
One example of an issue that was raised and addressed/reviewed is the compensation review.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://sites.williams.edu/wsc/announcements/staff-survey-results/

Wellness Program

Responsible Party

Mike Evans
Assistant Director
Zilkha Center for Environmental Initiatives

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

Submission Note:

Info about wellness programs for employees

http://hr.williams.edu/?page_id=133

(the above URL is for students)

"---" *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
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Medical services provided at the health center include treatment for illnesses and injuries, management of ongoing medical problems, and care and advice for any health concern. The medical staff includes physicians, 2 nurse practitioners, a physician assistant and registered nurses, all of whom have an interest in working with college students. Some of the more specific services we provide, such as

immunization and travel counseling, allergy shots, nutritional services, HIV & STD Testing, psychological counseling, etc., are outlined in more detail on their website.

An Employee Assistance Program (EAP) provides confidential and voluntary counseling referral services free of charge to employees and members of their family household.

A variety of wellness classes and programs are available through the college, including meditation, yoga, pilates, personal training, spinning, access to the college fitness facilities and more.

The website URL where information about the institution's wellness program(s) is available:

http://health.williams.edu/

Workplace Health and Safety

<center>

Responsible Party

Janet Bartlett
Benefits Coordinator
HR

</center>

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
Number of reportable workplace injuries and occupational disease cases	14	32
Full-time equivalent of employees	1,338	1,261

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the workplace health and safety baseline was adopted:

This was the oldest data that was easily accessible in the HR office at the time of the request.

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

http://sec.williams.edu/

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.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Abigail Wattley
Director
Investment Office

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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Advisory Committee on Shareholder Responsibility (ACSR) is a non-standing committee comprised of two faculty, two staff, two students, and two alumni. The ACSR provides advice to the Investment Committee of the Board of Trustees on matters relating to the non-financial performance of publicly traded equities in the portfolio. Each year, the ACSR advises on votes regarding shareholder resolutions before the annual general meetings of the public companies the College owns directly. In making recommendations, the ACSR seeks to carry out its responsibilities in a manner consistent with College policies and values. It recognizes the importance of combining strong financial performance with social and environmental commitment.

Periodically, the ACSR has played a role in providing comment on other matters, including recommending investment vehicles for the Williams Social Choice Fund — an alumni giving option that both helps the College fulfill its mission and contributes to positive social and environmental change.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Anand Swamy, Chair, Professor of Economics

Karen Merrill, Professor of American Culture

Abigail Wattley (ex officio)

Fred Puddester, Vice President for Finance & Administration and Treasurer

Will Dudley, Provost

Clare O'Brien '15, Student

Thomas Luke '17, Student

Laurie Thomsen '79, alumna

Michele Chandler '72, alumna

Examples of CIR actions during the previous three years:

Since 2006, the Committee has been responsible for oversight of the College's commitment to avoid investment in firms doing business in Sudan.

The website URL where information about the CIR is available:

http://committees.williams.edu/other-committees/shareholder-responsibility/

Sustainable Investment

Responsible Party

Abigail Wattley
Director
Investment Office

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 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:

2,253,330,449 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	132,598 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

Williams has a diversified investment pool that includes investments in equities, fixed income, and private alternatives. In alternative investments we hold some investments in companies that focus on sustainable resources (e.g. solar and wind power, recycling, carbon emissions, etc.) The value of these holdings is not reported separately.
In addition, Williams offers donors the option to direct investments to a Social Choice Fund. This fund is invested in a socially responsible mutual fund and a community loan fund.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

Williams screens the Investment Pool for direct investments related to Sudan. Further, the Investment Office has sent letters to its separate account managers requiring that they divest from Sudan.

Approximate percentage of the endowment that the negative screens apply to:

100

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:

A brief description of how managers are adhering to proxy voting guidelines:

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:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Members of the institution network collaboratively both formally and informally with peer institutions on industry best practices. Staff members attend industry relevant conferences and training sessions as well.

The website URL where information about the institution's sustainable investment efforts is available:

http://web.williams.edu/admin/news/releases/180/

Investment Disclosure

Responsible Party

Abigail Wattley
Director
Investment Office

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.

Submission Note:

The institution provides an annual report on the in Investment Pool. Information includes performance data on the total Investment Pool and each asset class, as well as the allocation to each asset class and commentary on the performance drivers.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

InvestmentReport2014_singles.pdf

The website URL where the holdings snapshot is publicly available:

http://investment.williams.edu/annual-reports/

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

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

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.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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.

Title or keywords related to the innovative policy, practice, program, or outcome:

ROOT

A brief description of the innovative policy, practice, program, or outcome :

ROOT is a collaboration between the Davis Center (formerly the Multicultural Center) and the Zilkha Center for Environmental Initiatives. This first-year orientation program encourages participants to explore and affirm identities in light of social justice and sustainability. It goes beyond a normal sustainability-related orientation experience in the way that it interrogates the overlap between environmental and social sustainability.

ROOT leaders guide first-year students in exploring the intersections of sustainability, identity, diversity, and inclusion through activities, discussions, and travel experiences in the immediate area.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

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	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No

Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://new-ephs.williams.edu/ephventures/root/

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

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.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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.

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