



Skidmore College STARS REPORT

Date Submitted: May 1, 2025

Rating: Silver

Score: 51.09

Online Report: [Skidmore College](#)

STARS Version: 3.0

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- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window - it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Summary of Results

Score 51.09

Rating: Silver

Report Preface

Report Preface 0.00 / 0.00

Academics

Curriculum 19.18 / 37.00

Research 9.89 / 17.00

Engagement

Campus Engagement 9.00 / 25.00

Public Engagement 11.90 / 25.00

Operations

Buildings & Grounds 5.64 / 19.00

Energy & Climate 14.01 / 26.00

Food & Dining 4.21 / 10.00

Procurement & Waste 8.31 / 20.00

Transportation 0.32 / 10.00

Planning & Administration

Coordination & Planning 8.00 / 11.00

Investment 1.03 / 7.00

Social Equity 10.00 / 14.00

Wellbeing & Work 8.53 / 11.00

Innovation & Leadership

Innovation & Leadership 8.50 / 10.00

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.

Report Preface

Report Preface

Points Earned 0.00

Points Available 0.00

This section of STARS brings together information about the institution and its reporting process that is not scored, but is included for transparency purposes and to provide context for understanding and interpreting the published report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close
	0.00 /
Institutional Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Reporting Methodologies	Total adjusted for non-applicable credits
	Close

Executive Letter

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

This credit allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as an indicator of administrative support for sustainability and the STARS process.

Measurement

A new executive letter is expected when there has been a change in leadership or the institution is submitting for a higher rating. Otherwise, the same letter may be used for more than one submission.

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

Executive cover letter:

[STARS_Executive_Letter_2025.pdf](#)

Notes about the information provided for this credit:

Points of Distinction

Score	Responsible Party
0.00 /	Tarah Rowse Director of Sustainability Sustainability Office
Total adjusted for non-applicable credits	
Close	

Criteria

This credit provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

Measurement

Report on current programs and initiatives and accomplishments from within the previous three years.

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

Name of the institution's featured sustainability program, initiative, or accomplishment:

Geothermal System Expansion

Narrative and/or website URL providing an overview of the institution's featured program initiative, or accomplishment:

In the nearly two decades since our first ground-source heat pump project was installed in 2006, Skidmore has systematically expanded the use of geothermal energy using state incentives and capital funding. With the recent construction of the Billie-Tisch Center for Integrated Sciences and the McCafferey-Wagman Tennis and Wellness Center, Skidmore now has 23 stand-alone systems and three district systems, resulting in 47% of the campus covered by geothermal heating and cooling. Collectively, we have 700 geothermal bores serving 950,000 square feet of building space. This geothermal expansion, along with two major renewable electricity installation and energy efficiency projects, has helped Skidmore to reduce annual greenhouse gas emissions by 53% since 2000.

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second featured sustainability program, initiative, or accomplishment:

Sustainable Construction and Renovation Policy

Narrative and/or website URL providing an overview of the second featured program initiative, or accomplishment:

The Sustainable Construction and Renovation Policy (SCRP), originally adopted on March 5, 2021 (first revision completed on May 10, 2024), informs decisions regarding the design, construction, and operation of our future built environment. The policy specifies both required and discretionary guidelines. This flexibility allows Skidmore to make strategic, data-driven decisions that balance sustainable infrastructure investments with budgetary limitations. The standards and guidelines outlined will guarantee that future campus development aligns with our institutional values, including health and well-being, justice and equity, environmental stewardship, and fiduciary responsibility. By

following this policy, Skidmore will expand our living lab infrastructure, serve as a model for responsible campus development, and become more resilient to the effects of climate change.

The SCRPP requires all new construction, and major renovation over \$2 million, to be built to Leadership in Energy and Environmental Design (LEED) Silver standards at a minimum. New construction projects over \$5 million must be LEED-certified.

Sustainable Construction and Renovation Policy: <https://www.skidmore.edu/sustainability/initiatives/policy.php>

A photograph or document associated with the second featured program, initiative, or accomplishment:

Name of a third featured sustainability program, initiative, or accomplishment:

Student-Led Programs and Projects

Narrative and/or website URL providing an overview of the third featured program initiative, or accomplishment:

For more than two decades, students have often been the heart and soul of sustainability work at Skidmore College. From Sustainability Office student-led programs, such as the North Woods Stewards, Community Garden, and Skidmore Compost, to the SGA Sustainability Commission and other environmental and social justice clubs, students have championed environmental responsible action and promoted sustainability education and engagement. Skidmore remains committed to providing impactful classroom and co-curricular learning opportunities that follow a campus as a living lab approach and center the student in the work of campus sustainability.

Student-Led Programs: <https://www.skidmore.edu/sustainability/programs/index.php>

SGA Green Grant: <https://www.skidmore.edu/sustainability/get-involved/greengrant.php>

Student Sustainability Organizations: <https://www.skidmore.edu/sustainability/get-involved/studentorganizations.php>

Environmental Studies and Sciences: https://www.skidmore.edu/environmental_studies/index.php

A photograph or document associated with the third featured program, initiative, or accomplishment:

Notes about the information provided for this credit:

Institutional Characteristics

Score	Responsible Party
0.00 /	Tarah Rowse Director of Sustainability Sustainability Office
Total adjusted for non-applicable credits	
Close	

Criteria

This credit collects information about an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics. This information provides valuable context for understanding and interpreting STARS data.

Some of the values reported in this credit are also required to pursue other STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

Measurement

Report the most recent data available from within the previous three years.

Each institution is expected to report on its entire main campus, at a minimum, however AASHE recognizes that this may not always be feasible. An institution may exclude a feature from its boundary as long as the exclusion is reported in an appropriate documentation field and applied consistently. An institution that opts to exclude a hospital from its institutional boundary, for example, may not claim points for the hospital's sustainability programs and initiatives.

The general expectation is that the institutional boundary will be the same for an entire STARS report. Therefore, care should be taken in selecting the institutional boundary so that consistent reporting is possible across all credits. Exceptions are allowed, however, for example when unforeseen data limitations would otherwise not allow a credit to be completed. Further guidance is available in the [STARS Help Center](#).

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

Narrative outlining the institutional boundary used to complete this report:

Skidmore College is a highly regarded liberal arts college in Saratoga Springs, New York. The principal mission of Skidmore is the education of predominantly full-time undergraduates, a diverse population of talented students who are eager to engage actively in the learning process. The College seeks to prepare liberally educated graduates to continue their quest for knowledge and to make the choices required of informed, responsible citizens. Skidmore faculty and staff create a challenging yet supportive environment that cultivates students' intellectual and personal excellence, encouraging them to expand their expectations of themselves while they enrich their academic understanding.

Skidmore owns over 1,500 acres of land, including off-campus parcels such as the boathouse, stables, solar installation, baseball field, and other wooded and unmanaged parcels. The core of our campus is heavily treed and includes nearly all of our classroom, office, and residential buildings and our North Woods, a conserved forest that is a regional treasure of flora and fauna. The North Woods is approximately 165 acres and is used by Skidmore and the Saratoga community alike. The woods are

a place where people can connect with nature through meditation, cross-country skiing, walking, hiking, running, and they also serve as Skidmore's outdoor laboratory. Many courses across the College rely on the North Woods and numerous research projects are based in the woods each year.

Skidmore owns one off-campus property that is leased out. This property was not included in the institutional boundary.

Which of the following features are included within the institutional boundary?:

Museum

Locale:

Large town

Climate zone:

5 - Cool

Gross floor area of building space:

2,045,902.0501926066

Full-time equivalent of employees:

951.0

Full-time equivalent student enrollment:

2,526.0

Percentage of students that live in campus housing:

85.1

Percentage of students enrolled exclusively in distance education:

0.0

Optional documentation

Notes about the information provided for this credit:

Gross floor area includes all campus building space up to and including the McCaffery-Wagman Tennis and Wellness Center, which opened in January 2025. Total gross floor area is 2,045,902 SqF (190,070 SqM).

FTE data for employees and students and the percentage of students that living in campus housing is from Fall 2024.

Additional documentation for this credit:

Reporting Methodologies

Score	Responsible Party
0.00 /	Tarah Rowse Director of Sustainability Sustainability Office
Total adjusted for non-applicable credits	
Close	

Criteria

This credit collects information about the methodologies used to complete the report. Information about data collection, quality controls, and assurance processes provides valuable context for understanding and interpreting the report and can help other participants learn from the institution's experience and organize their own processes accordingly.

Measurement

Report on methodologies used in the preparation of the institution's current STARS report.

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

Narrative outlining the data collection process used in the preparation of this report:

The Sustainability Office led the STARS data collection process. A presidential announcement was made to kick-off the process in Fall 2024, with outreach to the campus community beginning in November. Data providers were identified based on previous STARS submission contacts and via conversation with relevant department leads. Data requests included an introduction to STARS, links to relevant technical guidance, and direct tracking sheet access, as appropriate.

List of personnel who led the reporting process:

Tarah Rowse, Director of Sustainability Programs and Assessment
Kurt Smemo, Faculty Director of Sustainability
Celia Darling, Sustainability Coordinator

List of additional personnel who contributed to the reporting process:

Were students involved in the data collection process?:

Yes

Narrative outlining how students were involved in the data collection process:

Two Sustainability Interns were integrally involved in the data collection process. One of them helped manage the Engagement category and the other helped to manage the Planning and Administration category, as well as additional credits outside of these categories as needed. Both interns did historical checks to understand past metrics, reviewed in detail the requirements for credits in the technical manual, checked received data for accuracy, completed necessarily summary and analysis, and wrote narratives/provided documentation.

Description of the internal data quality controls used in the preparation of this report:

In preparation for the process, the individual leading the reporting process participated in the "STARS 3.0 Data Quality" workshop occurring on September 26, 2024. Data requests included direct technical guidance and definitions or direct links to the technical manual credits. Once received, data was reviewed for accuracy and to confirm the criteria was met for each credit.

Were any independent audits or external assurance processes used in the preparation of this report?:

No

Narrative outlining the independent audits or external assurance processes used in the preparation of this report:

Notes about the information provided for this credit:

Additional documentation for this credit:

Academics

Curriculum

Points Earned 19.18

Points Available 37.00

This impact area seeks to recognize institutions that offer academic courses, formal education programs, and applied learning experiences 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 with educational programming on sustainability help equip their students to apply sustainability concepts and principles across diverse contexts and sectors of society.

Credit	Points
Sustainability Course Offerings	8.00 / 14.00
Undergraduate Programs	8.18 / 15.00
Graduate Programs	Not Applicable
Applied Learning	3.00 / 4.00
Sustainability Literacy Assessment	0.00 / 4.00

Sustainability Course Offerings

Score

8.00 / 14.00

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

1.1 Percentage of academic departments with sustainability course offerings

An institution earns 8 points when all of its academic departments have integrated sustainability into their course offerings or equivalent units of instruction, as evidenced by the presence of one or more sustainability-focused courses or sustainability-inclusive courses. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on courses and equivalent units of instruction (e.g., modules or subjects) that are currently offered or have been offered within the previous three years.

A comprehensive listing of each department's sustainability course offerings is welcome, but not required. Rather, an institution may identify one or more examples of sustainability-focused and/or sustainability-inclusive courses for each department for which it is claiming points. A list of suggested keywords to help identify sustainability course offerings is available for download from the [STARS website](#).

Each department with a sustainability course offering may be counted, even if the courses are offered or administered jointly with other departments.

Departments that exclusively offer practice-oriented courses (e.g., clinical practice, activity-based physical education, hands-on trades, and arts performance, technique, or composition) may be excluded as long as they are also excluded from the count of departments with sustainability course offerings.

1.2 Published sustainability course listings

An institution earns 3 points when it maintains a public multidisciplinary listing of its sustainability course offerings or equivalent units of instruction as a resource for current and prospective students. The listings must include courses spanning multiple departments or fields of study, clearly distinguish sustainability courses from other course offerings, and be accessible to current and prospective students A) on the institution's public website, B) through formal designation in the institution's official course catalog, or C) in a standalone publication.

Measurement

Report on the institution's currently available sustainability course listings.

To qualify, the listings must have been updated within the previous three years, e.g., to exclude courses that are no longer offered. At minimum, the listings must include sustainability-focused courses, but may also include sustainability-inclusive courses if the institution finds value in identifying them.

1.3 Support for academic staff to integrate sustainability into the curriculum

An institution earns 3 points when it A) provides incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training and B) hosts an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, an incentive program must A) have a stated intent to support academic staff in increasing student learning about sustainability, B) support participation in a sustainability across the curriculum training program or equivalent, or C) have resulted in the development of new sustainability courses, units, modules, or instructional content during the previous three years.

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

1.1 Percentage of academic departments with sustainability course offerings

Total number of academic departments that offer courses that may be taken for credit:
40.0

Number of academic departments with at least one sustainability course offering:
25.0

Annotated list or inventory of the institution's sustainability course offerings by department:

[Skidmore_College_STARS_3.0_Sustainability_Course Offerings_April_2025.xlsx](#)

Description of the process used to identify the institution's sustainability course offerings by department:

We took a comprehensive view of the Skidmore course catalog and academic structure to get an accurate view of how our students access sustainability concepts and practices in the classroom. Using a three-year window (Fall '22 to Spring '25), we looked at all courses taught that met either sustainability-focused or sustainability-inclusive criteria. This allowed us to exclude courses that are in the college catalog but were not taught in that window due to sabbatical leaves, changes within departments, enrollment pressures in other areas, etc. We also included courses not in the catalog such as special topics courses, First-year Experience courses, and Honors Forum courses. Skidmore has a considerable number of these courses each year, and some that are offered on a regular rotation, so it is accurate to include these for our window of analysis.

To compile the course list, we used information from the college catalog for an initial review and then reached out to each academic unit, as well as each faculty member. We first assessed the college's academic structure to get a more accurate picture of units that provide courses. Many course prefixes that are not part of an academic unit, such as those associated with Off-Campus Study and Exchange, Library initiatives, interdisciplinary and general studies, Honors Forum, and the Idea Lab, were moved into a new aggregated unit titled "Interdisciplinary." Scribner Seminars (a part of the First Year Experience) were included as their own unit and designated as a department that offers sustainability courses because at least one is offered each year. However, the classes change constantly so we simply are providing examples of those courses in our spreadsheet.

Our large spreadsheet contained all courses in the course catalog and previous STARS designation for that course. We then made separate google sheets for each academic unit and asked the academic chair to speak with all their faculty and edit the sheet to let us know if 1) the designation is correct, 2) if the course has been taught in the last three years, or 3) if they have taught any special topics or new courses that might be either sustainability-focused or inclusive (we asked for course descriptions if the answer was yes). For units that were not an academic department or interdisciplinary program, we emailed individual faculty teaching courses within that unit with the same questions. Finally, we emailed all teaching faculty to ask if they had taught any special topics or new courses in the last three years to check against the google sheets for each academic unit. We then assessed each course and used our judgement to evaluate understanding of the sustainability challenges criteria and then make a final determination.

The Reporting Tool will automatically calculate the following two figures:

Percentage of departments with sustainability course offerings:
62.5

Points earned for indicator AC 1.1:
5.0

1.2 Published sustainability course listings

Does the institution maintain a public multidisciplinary listing of its sustainability course offerings as a resource for current and prospective students?:

Yes

Online location where the institution's sustainability course listings are maintained:

https://www.skidmore.edu/environmental_studies/courses/sustainability.php

Publication where the institution's sustainability course listings are maintained:

Description of the process used to create and maintain the institution's sustainability course listings:

After completing the course inventory, the final list of sustainability courses was provided to the Registrar for formal designation (via attribute coding) within our course management system (Banner). Given this attribute coding (a form of course tagging) sustainability focused and sustainability inclusive classes are now searchable within the public Master Schedule, starting with Fall 2025. A brief overview of the process, goals, and a pdf spreadsheet version of the sustainability courses is also available on the sustainability courses webpage. Key faculty and staff will be working on establishing a process for evaluating and designating special topics courses going forward, as well as integrating sustainability course designations in to the new course proposal process, as a part of the curriculum committee review.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.2:

3.0

1.3 Support for academic staff to integrate sustainability into the curriculum

Does the institution provide incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training?:

No

Narrative and/or website URL providing an overview of the incentives provided for individual academic staff to integrate sustainability into the curriculum:

Does the institution host an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum?:

No

Narrative and/or website URL providing an overview the institution's sustainability-focused community of practice, sustainability across the curriculum training program, or equivalent support program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Undergraduate Programs

Score

8.18 / 15.00

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

2.1 Institutional sustainability learning outcomes for undergraduate students

An institution earns 4 points when it has established institutional learning outcomes for undergraduate students that include A) at least one sustainability-focused learning outcome and B) at least one sustainability-supportive learning outcome. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's undergraduate learning outcomes.

To qualify as sustainability-focused, a learning outcome must explicitly address the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

To qualify as sustainability-supportive, a learning outcome must address one or more specific intellectual skills, practical skills, competencies, or attitudes/values that are critical for addressing sustainability challenges. Examples include systems and holistic thinking, change agent skills, interdisciplinary capacities, and social and ethical responsibility.

2.2 Undergraduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree, certificate, or major for undergraduate students. Partial points are available. An institution that offers at least one sustainability-focused concentration or minor for undergraduate students AND/OR at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to undergraduate students, including training and workforce development programs that award qualifications and transfer programs that provide a direct pathway to four-year sustainability programs.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

Qualifications that are subject to sustainability-focused general education or graduation requirements may be included to the extent that the criteria are met, e.g., when all students are required to successfully complete a sustainability-focused general education course.

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 7 points when 100 percent of its undergraduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

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

2.1 Institutional sustainability learning outcomes for undergraduate students

Has the institution established institutional learning outcomes for its undergraduate students?:

Yes

Online resource detailing the institutional learning outcomes for undergraduate students:

<https://www.skidmore.edu/assessment/goals-for-student-learning.php>

Publication detailing the institutional learning outcomes for undergraduate students:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-focused?:

No

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-focused:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-supportive?:

Yes

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-supportive:

- Interact effectively and collaboratively with individuals and across social identities (Intellectual Skills and Practice)
- Interrogate one's own values in relation to those of others, across social and cultural differences (Personal and Social Values)
- Apply learning to find solutions for social, civic, and scientific problems (Personal and Social Values)
- Integrate and apply knowledge and creative thought from multiple disciplines in new contexts (Transformation)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.1:

2.0

2.2 Undergraduate programs with sustainability-focused learning requirements

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

Yes

List and description of the institution's sustainability-focused degrees, certificates, and majors for undergraduate students:

Environmental Studies Major and Environmental Science Major

The following is the overview from the departmental home page:

Environmental challenges are among the most pressing issues facing citizens in the 21st century. Few local, national, or international conflicts lack an environmental dimension. Understanding these environmental problems requires an interdisciplinary approach that integrates the natural sciences, social sciences, humanities, and the arts. We cannot adequately understand an issue like water pollution through a single disciplinary perspective; it involves anthropology, biology, business, chemistry, economics, geosciences, government, history, literature, and sociology. The mission of Environmental Studies and Sciences is to help students develop literacy at the intersection of these disciplines.

We emphasize the integration of problem-solving within an interdisciplinary framework. Our students design and carry out empirical research and develop and defend their conclusions through clear written and spoken presentations. Environmental Studies and Sciences students will graduate with rigorous and multifaceted problem-solving skills necessary to frame, describe, analyze, and offer realistic solutions to environmental challenges.

The Environmental Studies and Sciences program includes courses that are interdisciplinary and that address environmental issues from a disciplinary perspective, and offers both a major and a minor degree. We immerse our students in the complexities of environmental issues through both classroom and experiential learning, locally and abroad. Students enrich their academic learning with experiences outside the classroom to foster responsible citizenship and to help our students understand the challenges of creating environmentally sustainable communities.

Does the institution offer at least one sustainability-focused concentration or minor for undergraduate students?:

Yes

List and description of the institution's sustainability-focused concentrations and minors for undergraduate students:

Environmental Studies Minor

The following is the overview from the departmental home page:

Environmental challenges are among the most pressing issues facing citizens in the 21st century. Few local, national, or international conflicts lack an environmental dimension. Understanding these environmental problems requires an interdisciplinary approach that integrates the natural sciences, social sciences, humanities, and the arts. We cannot adequately understand an issue like water pollution through a single disciplinary perspective; it involves anthropology, biology, business, chemistry, economics, geosciences, government, history, literature, and sociology. The mission of Environmental Studies and Sciences is to help students develop literacy at the intersection of these disciplines.

We emphasize the integration of problem-solving within an interdisciplinary framework. Our students design and carry out empirical research and develop and defend their conclusions through clear written and spoken presentations. Environmental Studies and Sciences students will graduate with

rigorous and multifaceted problem-solving skills necessary to frame, describe, analyze, and offer realistic solutions to environmental challenges.

The Environmental Studies and Sciences program includes courses that are interdisciplinary and that address environmental issues from a disciplinary perspective, and offers both a major and a minor degree. We immerse our students in the complexities of environmental issues through both classroom and experiential learning, locally and abroad. Students enrich their academic learning with experiences outside the classroom to foster responsible citizenship and to help our students understand the challenges of creating environmentally sustainable communities.

Does the institution offer at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:

Yes

List and description of the institution's undergraduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

Management and Business (Major and Minor)

The learning goals of the Management and Business Department are set forth in seven dimensions for studying management and business in a liberal arts context and then focused through seven learning objectives. The fifth dimension is "**Natural environment and sustainability in management and business:** Natural environment and sustainability courses that fulfill this dimension provide an opportunity for students to learn about close connections between business organizations and the natural environment, while highlighting issues of sustainability. (Ia, IIa, IIb, IIIId, IVa, IVc)"

Economics (Major and Minor)

Students majoring in economics learn analytical skills and methods of the field, including deductive reasoning, decision-making techniques, quantitative analysis, and modeling principles, and apply these skills in analysis of the ways in which economic forces affect national and international policies and issues. Goals for the economics major that emphasize the interdependence of ecological and social/cultural/economic systems include:

- Analyze economic systems in a cultural, global, and/or social justice context. (Ib, Ic, IIId)
- Appreciate the impact of economic activity on environmental and ecological systems. (Ia, IIb, IIIId)
- Appreciate the impact of economic activity on human well-being and welfare. (IIb, IIIId, IVb)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.2:

4.0

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

Performance year for undergraduate qualifications:

2024

Total number of undergraduate qualifications awarded:

641.0

Number of undergraduate qualifications awarded that are sustainability-focused:

54.0

Number of undergraduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:

146.0

The Reporting Tool will automatically calculate the following three figures:

Total number of undergraduate qualifications awarded that have sustainability-focused learning requirements:

200.0

Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements:

31.201248049921997

Points earned for indicator AC 2.3:

2.1840873634945397

Optional documentation

Notes about the information provided for this credit:

Note on 2.3: Skidmore students are limited to two majors and three minors at Skidmore, with a large number of students choosing to double major (20% of the graduates in 2024) and nearly half of all graduates (46% of the graduates in 2024) completing at least one minor. Skidmore offers two undergraduate degree types (Bachelor of Science and Bachelor of Arts), with courses of study chosen from 40+ majors and 50+ minors. Diplomas, conferred to each graduate and reflecting all courses of study, are used as the primary qualification for measurement and assessment purposes. Of the 641 graduates in 2024, 200 of them completed a course of study with sustainability-focused learning requirements.

Additional documentation for this credit:

Graduate Programs

Responsible Party

Criteria

3.1 Graduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree or major for graduate students. Partial points are available. An institution that offers at least one sustainability-focused certificate, concentration, or minor for graduate students AND/OR at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to graduate students.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 4 points when 50 percent or more of the graduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in their Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

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

Institution offers fewer than 25 distinct qualifications at the Master's, Doctoral, or equivalent level.

Applied Learning

Score

3.00 / 4.00

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

4.1 Applied learning for sustainability program

An institution earns 4 points when it makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges and meets all of the additional criteria listed below:

- A. The institution makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges.
- B. Three or more institutional departments or units are currently supporting solutions-focused applied learning or living laboratory experiences for students.
- C. There are processes or tools in place to assess the success of the applied learning projects.
- D. There is an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's applied learning and living laboratory initiatives.

To qualify, the experience and/or projects must involve substantive work (e.g., class projects, thesis projects, term papers, and published work) and facilitate active and experiential student learning. Supervised student internships, immersive experiences, and non-credit work may qualify as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

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

4.1 Applied learning for sustainability program

Does the institution make available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges?:

Yes

List or sample of currently active/available applied learning or living laboratory experiences for students that address sustainability challenges:

We have numerous opportunities for applied learning or living laboratory experiences ranging from the First Year Experience (FYE) courses, the all-college Senior Coda requirement, and regular academic courses. For example, FYE courses such as Environmental Advocacy Bootcamp require students to engage in research addressing local and national-level issues and publish op-eds in newspapers and other venues as opportunity to engage the public. The Environmental Studies and Science Senior Capstone experience is a year-long team research experience that is focused on community-based environmental and sustainability research. Environmental Justice has students directly engaging in issues impacting vulnerable groups and writes co-authored case studies that are published in the EJ Atlas, while Environmental Education students conduct 30 hours of teaching practicums in community schools. Skidmore also designates courses as ACE (Applied Civic Engagement), with more than 20 courses that provide high impact experiences where students engage as consultants with community organizations, with many courses focused on issues such as food security, affordable housing, and climate resilience.

Are three or more institutional departments or units currently supporting solutions-focused applied learning or living laboratory experiences for students?:

Yes

Are there processes or tools in place to assess the success of the applied learning projects?:

No

Description of the processes or tools used to assess the success of the applied learning projects:

Is there an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects?:

Yes

Description of and/or website URL for the online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects:

Environmental Studies & Sciences Capstone projects: https://www.skidmore.edu/environmental_studies/capstone/projects/index.php

Skidmore-Saratoga Consulting Partnership (client list): <https://www.skidmore.edu/sscp/index.php>

Skidmore Public Policy Prize: <https://www.skidmore.edu/civic-engagement/policy-prize/winner-2019.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 4.1:

3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Literacy Assessment

Score

0.00 / 4.00

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

5.1 Sustainability literacy assessment design and administration

An institution earns 2 points when it has conducted one or more assessments of the sustainability literacy of its students during the previous three years and meets both of the criteria listed below:

- A. Institution conducted one or more assessments of the sustainability literacy of its students during the previous three years.
- B. Academic staff engaged in sustainability education at the institution were involved in developing and/or adopting the methodology used to assess sustainability literacy.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges. Assessments that exclusively address sustainability culture (i.e., behaviors/practices, beliefs/values, and/or awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. A single instrument that addresses sustainability literacy, culture, and/or engagement qualifies if a substantive portion (e.g., one-third) of the assessment focuses on literacy.

5.2 Percentage of students assessed for sustainability literacy

An institution earns 2 points when at least 75 percent of students are assessed for sustainability literacy during their tenure at the institution, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability literacy assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

An institution may limit its analysis to undergraduate students if they represent its predominant student body or else report on the entire student body.

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

5.1 Sustainability literacy assessment design and administration

Has the institution conducted one or more assessments of the sustainability literacy of its students during the previous three years?:

No

Narrative and/or website URL providing an overview of of the instruments/tools used to assess sustainability literacy:

Description of the institution's recent sustainability literacy assessment findings and any notable trends:

Were academic staff engaged in sustainability education at the institution involved in developing and/or adopting the methodologies used to assess sustainability literacy?:

Description of the process through which academic staff were involved in developing and/or adopting the methodologies used to assess sustainability literacy:

Are the literacy assessments designed and administered in such a way that the results can be used to evaluate the success of the institution's sustainability education initiatives?:

Description of how the design and administration of the sustainability literacy assessments supports the evaluation of the success of the institution's sustainability education initiatives:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.1:

0.0

5.2 Percentage of students assessed for sustainability literacy

Percentage of students assessed for sustainability literacy, either directly or by representative sample:

No assessment conducted

Description of the process used to measure or estimate the percentage of students assessed for sustainability literacy:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.2:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Research

Points Earned 9.89

Points Available 17.00

This impact area seeks to recognize institutions that are engaged in responsible research and innovation for sustainability. Conducting research and producing scholarly work are major functions 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 strategies and tools to address them.

Credit	Points
Sustainability Research	4.56 / 10.00
Center for Sustainability Research	Not Applicable
Responsible Research and Innovation	5.33 / 7.00

Sustainability Research

Score

4.56 / 10.00

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

6.1 Percentage of academic departments engaged in sustainability research

An institution earns 8 points when 90 percent or more of its academic departments that are engaged in research are engaged in sustainability research. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on academic departments that are currently engaged in research or have produced or supervised research during the previous three years and academic staff members who are affiliated with those departments. Research conducted by individuals no longer affiliated with the institution does not qualify.

To qualify as sustainability-focused, the research or scholarly work must explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

A comprehensive listing of each department's sustainability research is welcome, but not required. Rather, an institution may identify one or more examples of sustainability research for each department for which it is claiming points.

6.2 Incentives for sustainability research

An institution earns 2 points when it provides incentives for A) academic staff and B) students to conduct sustainability research. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, incentives must A) have a stated intent to support academic staff or students in conducting sustainability research, B) support participation in an ongoing sustainability research professional development or training program, or C) have resulted in the development of new instances of sustainability research during the previous three years.

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

6.1 Percentage of academic departments engaged in sustainability research

Total number of academic departments engaged in research:

35.0

Number of academic departments engaged in sustainability research:

14.0

Annotated list or inventory of the institution's sustainability research by department:

[Sustainability-Related_Research_Speadsheet_AY_24-25.xlsx](#)

Description of the process used to identify the institution's sustainability research:

To create the research inventory, we first drew from the list of faculty reported for our STARS 2.2 report, and we reached out to each of those faculty members to verify that they were still doing sustainability-related research that was active in the past three years. Second, we relied on faculty to self-identify as conducting sustainability research in response to an all-faculty email (a reminder was also sent and department chairs we asked to mention it to their faculty). We reminded them that, as articulated in both Skidmore's Campus Sustainability Plan and our institutional strategic plan Creating Pathways to Excellence, our definition of sustainability includes not only our human impact on the natural world but also the interconnections among the environment, the economy, and society. Faculty voluntarily responded to this email with their department/program affiliation and a brief description of their research interest(s).

It should be noted that developing a comprehensive list of faculty actively doing research is challenging as some do not respond. Thus, we feel our responses in this section are an underrepresentation of the faculty who are doing sustainability research. Moreover, we have likely overestimated the number of faculty and staff who are actively engaged in research while underestimating the number of faculty and staff who are conducting sustainability research.

The Reporting Tool will automatically calculate the following two figures:

Percentage of academic departments engaged in sustainability research:

40.0

Points earned for indicator AC 6.1:

3.5560000000000005

6.2 Incentives for sustainability research

Does the institution provide incentives for academic staff to conduct sustainability research?:

No

Description of the sustainability research incentives for academic staff:

Does the institution provide incentives for students to conduct sustainability research?:

Yes

Description of the sustainability research incentives for students:

The Skidmore ESS department incentivizes sustainability-related research at the college-level in several ways. First, as part of the SEE-Beyond Awards program, which provides competitive opportunities for students to gain summer research experiences and earn a \$6k stipend and room and board if on campus. ESS can nominate students and give three awards. Those awards are prioritized for students whose proposed research is sustainability-related. For students who do not get a SEE-Beyond Award, the ESS Department annually dedicates \$11k from endowed grant interest to provide stipends and funding for students doing sustainability-related research.

Finally, The Soil Inventory Project (<https://thesoilinventoryproject.org/>), which is based at Skidmore, annually offers numerous (10-15) undergraduate research experiences where students complete research projects at different locations (farms, ranches, wineries, solar fields, etc.) around the country. Students work with a variety of public and private stakeholders with the goal of generating spatially explicit baseline maps of soil carbon that are used to develop sustainable management practices focused on mitigating atmospheric CO₂. These are deep experiences that have often led to specific sustainability-related employment opportunities after graduation.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 6.2:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Center for Sustainability Research

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

7.1 Organized sustainability research center, institute, or unit

An institution earns 6 points when it has at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or on multidisciplinary, interdisciplinary, and/or transdisciplinary approaches to sustainability challenges. Partial points are available. An institution that does not have a sustainability-focused research center, but does have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research earns 3 points.

Measurement

Report on the current status of the institution's programs.

This credit is focused on entities that are affiliated with the institution, e.g, as demonstrated through the use of the institution's name and branding. Research entities that are jointly affiliated to one or more other institutions may also qualify. The institution's participation in sustainability research entities that are affiliated with other institutions is recognized in indicator 8.3.

To qualify as sustainability-focused, a research-producing entity must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/cultural/economic systems, and/or multidisciplinary, interdisciplinary, or transdisciplinary approaches to sustainability challenges.

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

Institution hosts fewer than four organized research centers, institutes, or equivalent units.

Responsible Research and Innovation

Score

5.33 / 7.00

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

8.1 Published ethical code of conduct for research

An institution earns 1 point when it has a published ethical code of conduct for research in document form or on a publicly accessible website.

Measurement

Report on current policies and protocols.

8.2 Recognition of integrated, community-based, and extra-academic research

An institution earns 3 points when it has published promotion or tenure guidelines or policies that cover all research-producing academic divisions and give explicit positive recognition to at least two of the following: A) integrated research, B) community-based research, and C) research impact or reach outside of academic journals. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current guidelines and policies. Guidelines and policies that passively recognize integrated, community-based, and/or extra-academic research (e.g., by not specifically excluding them) do not qualify in the absence of explicit positive recognition.

Guidelines and policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution and its academic divisions. In the absence of institution-wide guidelines or policies, an institution may only claim points for those academic divisions that have adopted their own guidelines or policies.

8.3 Inter-campus collaboration for responsible research and innovation

An institution earns 1 point when it participates in one or more inter-campus research collaboratives or networks that explicitly aim to promote responsible research and innovation (RRI).

Measurement

Report on current activities.

To qualify, a collaborative or network must have an explicit mission to promote responsible research and innovation or else actively address public engagement in research and innovation, the accessibility of scientific results, the take up of gender and ethics in research and innovation content and process, and/or formal and informal science education.

8.4 Support for open access publishing

An institution earns 2 points when it facilitates open access publishing in at least three of the following ways: A) institutional repository hosting, B) published policies that require open access publishing and cover all research-producing academic divisions, C) an open access article processing charge (APC) fund, and D) transformative open access agreements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

To qualify, an open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

Open access policies may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles. Policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy. In the absence of institution-wide open access policies, an institution may only claim points for those academic divisions that have adopted their own policies.

To qualify, an APC fund must include specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

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

8.1 Published ethical code of conduct for research

Does the institution have a published ethical code of conduct for research?:

Yes

Online location of the institution's ethical code of conduct for research:

https://www.skidmore.edu/sponsored_research/policiesandprocedures/responsibleconductofresearch.php

Copy of the institution's ethical code of conduct for research:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.1:

1.0

8.2 Recognition of integrated, community-based, and extra-academic research

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to integrated research?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize integrated research:

Text from the Skidmore College Faculty Handbook 2024-2025 - "Scholarship" section:

For purposes of evaluation and in keeping with Skidmore's respect for diversity in the professional aims and accomplishments of faculty members, scholarship is to be defined broadly. It denotes, for instance, not only original research, that is, investigatory analyses of primary data leading to discoveries in one's specialization, but also work that crosses disciplinary boundaries toward integrating knowledge, studies that bridge theory and practice in applied fields, and work that reorganizes existing information in creative ways or interprets it for students and non-specialists, be they colleagues or laypersons. Without intending to be comprehensive, exhaustive, or categorical, the following are offered as broadly descriptive of types of scholarly and artistic activity:

- Integration involves the critical evaluation, synthesis, analysis, integration, or interpretation of the research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.

Do the promotion/tenure guidelines or policies that recognize integrated research cover all of the institution's research-producing academic divisions?:

Yes

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to community-based research?:

No

Description or text of the promotion/tenure guidelines or policies that explicitly recognize community-based research:

Do the promotion/tenure guidelines or policies that recognize community-based research cover all of the institution's research-producing academic divisions?:

No

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to research impact or reach outside of academic journals?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize research impact or reach outside of academic journals:

Text from the Skidmore College Faculty Handbook 2024-2025 - "Scholarship" section:

- Application involves applying disciplinary expertise or the results of existing scholarship (produced by oneself or others) to the investigation or solution of intellectual, social, or institutional problems. In the arts it can involve mastering a new performance repertory or exploring a style of creative activity (e.g., unique approach to artmaking) developed by someone else. Such work involves activities that make use of one's special areas of knowledge or expertise, and it demands the same levels of rigor and accountability traditionally associated

with the scholarship of discovery or the scholarship of integration. Application may also include a scholarly focus on the nature and best practices of delivering the materials of one's discipline to students and other audiences.

Scholarly achievement occurs along a disciplinary-specific continuum ranging from major accomplishments to smaller contributions. Evidence of scholarly achievement includes but is not limited to peer-reviewed books, monographs, and articles published in recognized scholarly venues and by reputable publishers; performances; exhibitions; peer-reviewed, external research grant proposals; conference presentations and invited lectures; and unpublished manuscripts, drafts, and works in progress. Evidence of professional development and engagement such as public scholarship, research grant proposal writing, and unpublished works is relevant but alone is not sufficient.

Do the promotion/tenure guidelines or policies that recognize research impact or reach outside of academic journals cover all of the institution's research-producing academic divisions?:

Yes

If Yes to any of the above, provide at least one form of evidence (website URL or document). If reporting on multiple guidelines or policies, provide the best available example and/or a website that provides an overview of promotion/tenure for academic employees.

Online location of the institution's promotion/tenure guidelines or policies:

https://www.skidmore.edu/dof-vpaa/handbooks/faculty_handbooks/faculty-handbooks.php

Copy of the institution's promotion/tenure guidelines or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.2:

3.0

8.3 Inter-campus collaboration for responsible research and innovation

Does the institution participate in one or more inter-campus research collaboratives or networks to promote responsible research and innovation?:

No

Description of the institution's inter-campus collaborations for responsible research and innovation:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.3:

0.0

8.4 Support for open access publishing

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Narrative and/or website URL providing an overview of the open access repository:

Based on Open Access principles, Skidmore's institutional repository, Creative Matter, brings together creative and scholarly output under one umbrella with the goal of both preserving and providing global access to our creative thought. A service of the Lucy Scribner Library, the repository is an excellent vehicle for working papers, copies of published articles, collaborative research, senior theses and final projects. Search engine optimization within Creative Matter means that submissions are found easily via the web.

Skidmore's open access institutional repository: <https://creativematter.skidmore.edu/>

Additional open access links:

- Resources: <https://libguides.skidmore.edu/c.php?g=705081&p=5006887>
- FAQs: <https://libguides.skidmore.edu/c.php?g=705081&p=5074685>

Does the institution have one or more published policies that require its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

No

Do the open access policies cover all of the institution's research-producing academic divisions?:

No

Text or online location of the institution's open access policies:

Copy of the institution's open access policies:

Does the institution provide an open access article processing charge (APC) fund for employees?:

No

Narrative and/or website URL providing an overview of the open access APC fund:

Does the institution negotiate or participate in transformative open access agreements that are consistent with ESAC guidelines?:

Yes

Narrative and/or website URL providing an overview of the institution's transformative open access agreements with publishers:

Skidmore participates in the Cambridge University Press Transformative (Read and Publish) Agreement through the NorthEast Research Libraries Consortium (NERL).

Open access publishing agreement with NERL: <https://www.cambridge.org/core/services/open-access-policies/read-and-publish-agreements/oa-agreement-nerl>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.4:

1.3333333333333333

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Engagement

Campus Engagement

Points Earned 9.00

Points Available 25.00

This impact area seeks to recognize institutions that are engaging campus stakeholders around sustainability issues through effective outreach and communications, learning experiences outside the formal curriculum, and staff networking and training activities.

Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understanding of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Outreach and Communications	3.50 / 5.00
Co-Curricular Activities	4.50 / 9.00
Staff Engagement and Training	1.00 / 8.00
Sustainability Culture Assessment	0.00 / 3.00

Outreach and Communications

Score

3.50 / 5.00

Responsible Party

Celia Darling
Sustainability Coordinator
Sustainability Office

Criteria

1.1 Sustainability outreach and communications

An institution earns 3 points when it A) has a central sustainability website, B) has integrated sustainability information into new student orientation, C) has integrated sustainability information into new employee orientation, D) has dashboards and/or signage highlighting the institution's sustainability features or performance, E) manages a sustainability-focused communications medium or platform, and F) has coordinated one or more sustainability-focused outreach campaigns during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives.

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

An institution earns 2 points when it has evidence that 80 percent or more of campus stakeholders (i.e., students and employees) are currently reached through the institution's sustainability outreach and communications efforts or aware of its sustainability initiatives. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and the most recent data available from within the previous three years.

Reach may be evidenced by the measured extent of stakeholder awareness of the institution's sustainability initiatives (e.g., as demonstrated in survey responses) and/or by active newsletter subscriptions, email open rates, social media followers or group members, unique annual website visits or video views, campaign sign-ups, or the equivalent.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on respondent awareness of the institution's sustainability initiatives. To avail of this option, the survey or assessment results must be indicative of the entire population of students and employees, as ensured through representative sampling or by making the assessment mandatory.
- B. Communications analytics. Report on the analytics associated with the sustainability-focused communications medium or platform that has the greatest reach (e.g., newsletter subscribers or social media group members). The analytics for two or more media or platforms may be aggregated if the potential for double-counting (counting the same individual more than once because they are reached by more than one medium or platform) is minimal (e.g., if there are separate channels or groups for students and employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for students (e.g., membership in a student-focused social media group) and the single best data source for employees (e.g., staff newsletter subscribers) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. For example, an institution with 1,000 students and 500 employees that has survey data indicating that 20 percent of students are aware of the institution's sustainability initiatives, but no such data on employees, should report that 1 to 19 percent of stakeholders are reached rather than 20 to 39 percent.

Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 students enrolled in a sustainability program may only be used to establish the level of awareness of those individuals; they may not be used to report on the entire population of students.

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

1.1 Sustainability outreach and communications

Does the institution have a central sustainability website that consolidates information about its sustainability efforts?:

Yes

Website URL of the institution's central sustainability website:

<https://www.skidmore.edu/sustainability/index.php>

Does the institution integrate sustainability information into the educational offerings or materials provided during new student orientation or the equivalent?:

Yes

Narrative outlining how sustainability information is integrated into new student orientation or the equivalent:

New students attend the Exploremore Resource Fair during New Student Orientation. Exploremore is a tabling event with student-focused and student-support offices. The Sustainability Office staffs a table, provides information, and answers questions on sustainability related activities and opportunities on campus (e.g., waste system and recycling, free bus and bikeshare, environmental clubs, student sustainability jobs).

Students transferring to Skidmore for Spring semester enrollment attend a transfer student orientation before the start of the semester. Sustainability is featured prominently in this event. The Sustainability Office presents on college-wide efforts and discusses ways for students to get involved on campus. The sustainability Office staff are also available for questions following the presentation.

Does the institution integrate sustainability information into the educational offerings or materials provided during new employee orientation or the equivalent?:

No

Narrative outlining how sustainability information is integrated into new employee orientation or the equivalent:

Does the institution have dashboards and/or signage highlighting the institution's sustainability features or performance?:

Yes

Description of the institution's sustainability dashboards and/or signage:

Skidmore has an electronic dashboard in the student center. This dashboard is a large touchscreen TV that presents the Campus Sustainability Plan goals and assessment. The five focus areas of the sustainability plan are shared (energy, waste, food, lands and grounds, engagement) and a progress summary with key metrics and programs is shared.

We also have a separate online interactive sustainability map: <https://map.concept3d.com/?id=545#!ct/6718,6720,6721,6722,8044,8045?s/>

Does the institution manage a sustainability-focused social media account, newsletter, blog, online community, podcast, video series, or equivalent communications medium or platform?:

Yes

Description of and/or website URL for at least one sustainability-focused communication medium or platform:

Sustainable Skidmore is an Instagram page that is run by the Skidmore Sustainability Office. Here we advertise sustainability events around campus and educate the student body on how to be more sustainable.

<https://www.instagram.com/sustainableskidmore/>

Has the institution coordinated one or more sustainability-focused outreach campaigns during the previous three years?:

Yes

Description of sustainability-focused outreach campaigns from the previous three years:

Each year Skidmore College organizes and offers outreach campaigns during April (Earth Month) and October (Sustainability Month). These are month long campaigns that prioritize sustainability and include events and diverse programming. The sustainability newsletter is also distributed during our April Earth Month. Primary activities connect to our major student programs (garden, compost woods), but also address institutional goals (such as waste, energy, food, and diversity, equity, inclusion). As an example, in September 2023 the focus was on educating the college about Skidmore's carbon footprint. This included tabling at events around campus, conversations with administration, and an art installation on case green with signage to educate the student population.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.1:

2.5

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

Does the institution collect data on the reach of its sustainability outreach and communications efforts and/or stakeholder awareness of its sustainability initiatives?:

Yes

Percentage of campus stakeholders reached through sustainability outreach and communications:

40 to 59

Approach used to determine the percentage of campus stakeholders reached:

Communication analytics

Description of the methodology used to determine the reach of the institution's sustainability outreach and communications:

The click rate from the sustainability newsletter was used to calculate this percentage. This newsletter is sent out to everyone with a Skidmore email (4285) and was opened by 2139 individuals.

<https://drive.google.com/file/d/1wakKNS97KOJi3TyQPgnWLO-Z8NSGuRzx/view?usp=sharing>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.2:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Co-Curricular Activities

Score	Responsible Party
4.50 / 9.00	Celia Darling Sustainability Coordinator Sustainability Office

Criteria

2.1 Student sustainability organization

An institution earns 2 points when it formally recognizes at least one student organization that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused student organization, but does have at least one student organization that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations and clubs that are primarily composed of students, are not directly controlled by the institution, and may independently conduct activities at the institution upon completion of an established registration or recognition process. Recognition may be evidenced by a listing on the institution's website. Formal institutional committees and governance bodies, e.g., that may be tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, an organization must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the organization's published mission statement or description.

2.2 Sustainability-focused co-curricular activities

An institution earns 2 points when it A) has hosted a major sustainability-focused event or series of events during the previous three years targeted to students, B) has a sustainability-focused peer-to-peer education program, C) provides sustainability-focused employment opportunities for students, and D) has at least one student-managed enterprise that is sustainability-focused. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and activities from within the previous three years.

To qualify as a student-managed enterprise, students must have decision-making responsibilities for the logistics and operations involved in providing goods or services.

2.3 Percentage of students that participate in sustainability activities

An institution earns 5 points when it has evidence that 50 percent or more of students participate annually in the institution's sustainability activities (e.g., as described in indicators 2.1 and 2.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability organization, attending an event sponsored by the sustainability office, engaging in a sustainability-focused co-curricular activity, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused co-curricular activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., participation in an initiative sponsored by the sustainability office) and the single best data source for graduate students (e.g., organizational membership) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a sustainability program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

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

2.1 Student sustainability organization

Does the institution formally recognize at least one student organization that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused student organization(s):

The Sustainability Commission (SuCo) is the primary student commission responsible for educating and collaborating with students, the Student Government Association (SGA), faculty, staff, and administration with the intent to advance the College's commitment to sustainability. SuCo devotes itself to embracing the social, economic, and environmental pillars of sustainability by implementing policies that address campus challenges. SuCo helps coordinate and support student, faculty, staff, and administrative groups that work on sustainability-based initiatives. This group channels student voice, ideas, and concerns into the development of Skidmore's sustainability efforts by working closely with the Sustainability Office, the Campus Sustainability Subcommittee, and any other relevant groups. This committee helps streamline student efforts and campus initiatives addressing the goals of the Campus Sustainability Plan. SuCo ultimately integrates student insight and proposes policy recommendations to encourage Skidmore to reach its full potential while advocating for an inclusive, sustainable community.

The Environmental Action Club (EAC) is a student-based group committed to sustainability initiatives on campus, in the community, nationally, and worldwide. EAC's goal is a 100% clean energy future, and an ecologically, socially, and economically just world. To work towards this goal, the EAC focuses on four general themes - energy, transportation, waste, and food issues. They plan events, campaigns, projects and more around these issues to generate awareness and inspire change.

Does the institution formally recognize at least one student organization that is focused on a topic other than sustainability, but is advancing ecological integrity or racial equity and social justice?:

Yes

Narrative and/or website URL providing an overview of the student organizations that are advancing ecological integrity or racial equity and social justice:

The African Heritage Awareness (AHA) Club aims to increase and spread awareness of various African cultural practices and diaspora by sharing knowledge among the Skidmore and Saratoga Springs community via discussions, events, talks, performances, workshops and focus weeks among others. During their general meetings, they inform students about various topics ranging from music, economy, fashion, food, politics and cultural practices of the various cultures and countries of the African continent. Moreover, AHA's goal is to breach the under-representation of Africa in extra-curricular activities and academics and sponsor an African-based charity.

Asian Cultural Awareness (ACA) provides Skidmore College with an organization that extends itself to all students and faculty interested in learning about Asian cultures and identities. ACA is committed to developing familiarity, understanding, and appreciation of Asian cultures within Skidmore's campus beyond school walls.

The goal of Raices is primarily to act as a resource for the students of Latino backgrounds and secondarily to act as an agent to increase campus awareness on issues related to Latino culture, history, philosophy, people, and other facets.

The Skidmore Pride Alliance strives to provide the Skidmore Community with a larger understanding of issues pertaining to sex, sexual orientation and gender identity/expression; stand up against injustices; and to strengthen the LGBTQIA community at Skidmore College.

The Feedmore food donation club takes leftover food from the dining hall and donates it to organizations downtown.

<https://www.skidmore.edu/sga/clubs/index.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.1:

2.0

2.2 Sustainability-focused co-curricular activities

Has the institution hosted a major sustainability-focused event or series of events during the previous three years targeted to students?:

Yes

Description of and/or website URL for at least one major sustainability-focused event or series of events:

The Environmental Studies and Sciences Department hosts a keynote lecture each year. This keynote is often sustainability-focused. For example, in fall 2024, ESS hosted Maggie Thomas, Special Assistant to the President for Climate, for a lecture on the "Historic Progress from the Biden-Harris Climate Agenda: Past, Present, and Future." ESS, other departments, and the Sustainability Office often host film screenings as well, such as the recent screening of Windshipped (in partnership with Sustainable Saratoga), a documentary about the schooner Apollonia that delivers goods on the Hudson River using just sustainable energy (sail freight).

Each year Skidmore College co-hosts the Saratoga Sustainability Fair in collaboration with Sustainable Saratoga. The fair includes an expo hall with community organizations, businesses, student groups, and a kid's zone. Additional items in the schedule have included an EV car show, a campus sustainability tour, and presentation or workshops led by faculty, staff, students, and experts in our local community. These events are open to the public and provide opportunities and information on where, how, and what to get involved with in the local area. The 2025 fair will include a student poster and student networking session.

For more information on the fair: <https://sustainablesaratoga.org/saratoga-sustainability-fair/>

Does the institution have a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers?:

Yes

Description of and/or website URL for at least one sustainability-focused peer-to-peer education programs for students:

The EcoMore team leads campus sustainability engagement efforts through peer-to-peer education, designing and running events, staffing Zero-Waste events, and more. This program is designed to empower students to design education efforts that address and explore sustainability topics that are captivating, relevant to current events, and timely to Skidmore.

The EcoMore team meets on a bi-weekly basis to develop educational programs that engage and educate peers on various sustainability topics. Outreach will address both human and environmental impacts of global climate change and solutions on campus and beyond. Specific topics may include climate anxiety, environmental racism, transportation, conservation, environmental movements, diversity in the outdoors, accessible recreation, recycling, plastic pollution, cradle-to-cradle economics, capitalism and climate, art and sustainability, international politics, and more.

The Sustainability Office offers a variety of all-staff activities to support general operations, such as food waste buffets, waste audits, and move-out donation collection at "Give+Go". EcoMore team members staff Zero Waste Events each semester, monitoring waste stations at large outdoor events, like Earth Day.

Does the institution provide sustainability-focused employment opportunities for students on at least an annual basis?:

Yes

Description of and/or website URL for at least one sustainability-focused employment opportunity for students:

The Sustainability Office offers around 15 paid student leadership positions each semester and offers three paid student positions during the summer. Student positions include Compost Managers, North Woods Stewards, Community Garden Managers, EcoMore Team Members, and Sustainability Interns.

Compost Managers are responsible for attending weekly manager meetings, collecting coffee grounds, and leading work parties each Friday. Work parties occur on Fridays from 3-5pm, and Compost Managers will recruit and coordinate volunteers for these weekly work parties. Maintaining communication with Residential Life is essential to ensure the success of the apartment composting program, and each semester managers are tasked with reaching out to Northwoods and Sussman Apartments to encourage and educate residents about the benefits and process of composting.

The North Woods are a resource for academic research, recreation, and a place for contemplation and solace. The North Woods Stewards will care for the land and the trails and seek opportunities to work with the campus community to foster opportunities for education and well-being. The position is active through the academic year, with potential to extend into a summer position.

The primary responsibilities of the Skidmore Community Garden Manager will be to work with the Skidmore Sustainability Office, Skidmore community members, and garden volunteers to plan and maintain the Skidmore Community Garden. The manager is responsible for the planting, maintenance, and harvesting of vegetables; recruiting and retaining volunteers; recording harvest yields; creating invoices and recording financial transactions; communicating with Skidmore Dining Services; maintaining the Instagram page; as well as reaching out to the Skidmore and Saratoga communities to advertise events and educational opportunities.

Sustainability Interns are self-directed, motivated students that take the lead on a variety of campus-based research and data projects.

<https://www.skidmore.edu/sustainability/jobs-internships/nowhiring.php>

Does the institution have at least one student-managed enterprise that is sustainability-focused?:

No

Description of and/or website URL for at least one student-managed enterprise that is sustainability-focused:

Description of additional sustainability-focused co-curricular activities for students:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.2:

1.5

2.3 Percentage of students that participate in sustainability activities

Does the institution collect data on the extent of student participation in its sustainability activities?:

Yes

Percentage of students that participate in sustainability activities:

1 to 19

Approach used to determine the percentage of students that participate in the institution's sustainability activities:

Conservative estimate based on mixed/limited data sources

Narrative outlining how student participation in the institution's sustainability activities was determined:

Membership in sustainability-focused organizations was used as the approach to determine student participation in the institution's sustainability activities. Currently, there are 305 students registered as a part of Skidmore's Environmental Action Club (EAC). This represents 12% of the student body. In order to avoid double counting, only EAC membership was used, although there are additional students that participate in the SGA Sustainability Commission and work in the Sustainability Office that would not be represented in this figure.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Staff Engagement and Training

Score

1.00 / 8.00

Responsible Party

Celia Darling
Sustainability Coordinator
Sustainability Office

Criteria

3.1 Staff sustainability network or engagement program

An institution earns 2 points when it has at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused. This may include:

- Green office programs
- Staff sustainability clubs and organizations
- Sustainability-focused gatherings held during regular work hours that are open to non-academic employees (e.g., “brown bag” events)
- Peer-to-peer education programs in which employee educators from diverse departments or units are selected and trained to help catalyze change among their peers (e.g., a green leaders or sustainability ambassadors program)

Partial points are available. An institution that does not have a sustainability-focused staff network or engagement program, but does have at least one staff network or engagement program that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations that are primarily composed of employees (e.g., staff networks, organizations, and clubs) and programs that are primarily designed to engage staff members. Formal institutional committees, e.g., tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, a network or program must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the network or program.

3.2 Sustainability-focused staff training

An institution earns 2 points when it makes available sustainability-focused training opportunities to non-academic staff on at least an annual basis.

Measurement

Report on the current status of the institution's programs and initiatives.

To qualify as sustainability-focused, a training opportunity must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the training.

A training opportunity may include any activity that develops an individual's sustainability skills, knowledge, expertise, or other characteristics as an employee, e.g., formal coursework, participation in the activities of professional organizations, and/or training provided by the sustainability office.

Professional development and training for academic staff are addressed in credits within the Curriculum and Research impact areas.

3.3 Percentage of employees that participate in sustainability activities

An institution earns the maximum of 4 points available for this indicator when it has evidence that 50 percent or more of employees participate annually in the institution's sustainability activities (e.g., as described in indicators 3.1 and 3.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing indicator 3.3:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on employee participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of employees, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for academic and non-academic employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for academic employees (e.g., organizational membership) and the single best data source for non-academic employees (e.g., participation in a green office program) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 people employed in one division of the institution may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of employees.

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

3.1 Staff sustainability network or engagement program

Does the institution have at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused?:

No

Narrative and/or website URL providing an overview of the sustainability-focused staff networks and engagement programs:

Does the institution have at least one staff network or engagement program focused on a topic other than sustainability that is advancing ecological integrity and/or racial equity and social justice?:

Yes

Narrative or website URL providing an overview of the staff networks and engagement programs that are advancing ecological integrity and/or racial equity and social justice:

Skidmore College has affinity groups that provide opportunities to historically underrepresented groups. These programs are meant to provide a safe space/network for black and queer faculty.

<https://www.skidmore.edu/hr/training/affinity-groups/Affinity-Groups.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.1:

1.0

3.2 Sustainability-focused staff training

Does the institution make available sustainability-focused training opportunities to non-academic staff on at least an annual basis?:

No

Description of and/or website URL for at least one of the institution's sustainability-focused staff training opportunities:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.2:

0.0

3.3 Percentage of employees that participate in sustainability activities

Does the institution collect data on the extent of employee participation in its sustainability activities?:

No

Percentage of employees that participate in sustainability activities:

Approach used to determine the percentage of employees that participate in the institution's sustainability activities:

Narrative outlining how employee participation in the institution's sustainability activities was determined:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Culture Assessment

Score

0.00 / 3.00

Responsible Party

Celia Darling
Sustainability Coordinator
Sustainability Office

Criteria

4.1 Sustainability culture assessment design and administration

An institution earns 1 point when it A) has conducted an assessment of its sustainability culture during the previous three years and B) the assessment is designed and administered in such a way that the results can be used to measure change over time (e.g., as a longitudinal or annual/biennial assessment). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address attitudes, beliefs, or values; awareness of and/or participation in the institution's sustainability initiatives; and/or other behaviors or practices that support sustainability. An assessment that covers a single sustainability topic (e.g., a transportation survey) does not qualify in the absence of a more comprehensive assessment. Likewise, assessments that exclusively address student sustainability literacy (i.e., student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges) are excluded. A single assessment that addresses sustainability literacy and culture qualifies if a substantive portion (e.g., one-third) of the assessment focuses on culture.

4.2 Percentage of students assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its students are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

4.3 Percentage of employees assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its employees are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

An employee is considered to be assessed when assessed directly (e.g., as part of a program or a mandatory survey) or by representative sample. An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

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

4.1 Sustainability culture assessment design and administration

Has the institution conducted an assessment of its sustainability culture during the previous three years?:

No

Narrative and/or website URL providing an overview of of the instruments/tools used to assess sustainability culture:

Description of the institution's recent sustainability culture assessment findings and any notable trends:

Is the culture assessment designed and administered in such a way that the results can be used to measure change over time?:

No

Description of how the design and administration of the sustainability culture assessments supports the measurement of change over time:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.1:

0.0

4.2 Percentage of students assessed for sustainability culture

Percentage of students assessed for sustainability culture, either directly or by representative sample:

0

Description of the process used to measure or estimate the percentage of students assessed for sustainability culture:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.2:

0.0

4.3 Percentage of employees assessed for sustainability culture

Percentage of employees assessed for sustainability culture, either directly or by representative sample:

0

Description of the process used to measure or estimate the percentage of employees assessed for sustainability culture:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Public Engagement

Points Earned 11.90

Points Available 25.00

This impact area seeks to recognize institutions that help catalyze sustainable communities through their partnerships, collaborations, and public service efforts. By engaging with community members and organizations across diverse sectors of society, institutions can help solve critical sustainability challenges. Community engagement can also help students develop leadership skills while deepening their understanding of practical, real-world problems and the process of creating solutions with, rather than for, stakeholders. Institutions can contribute to their communities by harnessing their resources to address community needs and by engaging community members in equitable and mutually beneficial partnerships. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy development and advocacy.

Credit	Points
Civic Engagement	2.00 / 8.00
Community Partnerships	6.00 / 9.00
Continuing Education	0.00 / 3.00
Shared Facilities	1.50 / 2.00
Inter-Campus Collaboration	2.40 / 3.00

Civic Engagement

Score	Responsible Party
2.00 / 8.00	Celia Darling Sustainability Coordinator Sustainability Office

Criteria

5.1 Percentage of students that participate in civic engagement programs

An institution earns 4 points when it has evidence that 50 percent or more of its students participate annually in community service and/or other civic engagement programs sponsored by the institution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by enrolling in a service learning program, attending a community service event or activity, or an equivalent action. Neither the passive consumption of information nor awareness of civic engagement opportunities qualifies. Programs and activities sponsored by entities of which the institution is part (e.g., government or university system) may be included as long as the institution actively participates in them.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's civic engagement activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the community service activity that has the highest participation rate (e.g., program enrollment or event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., enrollment in a service learning program) and the single best data source for graduate students (e.g., attendance at a community service event) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a specific program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

5.2 Employee community service program

An institution earns 1 point when it A) has one or more programs designed to support employee community service and B) supports employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's employee community service programs.

Programs sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them. Charitable donations such as workplace giving programs do not qualify.

5.3 Support for public policies to advance sustainability

An institution earns 3 points when A) one or more individuals affiliated with the institution have helped develop public policies that address sustainability challenges during the previous three years and B) the institution has advocated for public policies to advance sustainability during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on policy development and advocacy efforts from within the previous three years.

To qualify, policy advocacy may occur at any level (e.g., municipal, local/regional, national, or international), but must be conducted by individuals in their official roles as representatives of the institution. For example, an individual, office, or governing body making a public statement on behalf of the institution in support of legislation would qualify, whereas an individual acting in a personal capacity would not.

Advocacy efforts that are made exclusively to advance the institution's interests or projects do not qualify.

For example, advocating for government funding for campus sustainability may be counted, however lobbying for the institution to receive funds that have already been appropriated may not.

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

5.1 Percentage of students that participate in civic engagement programs

Does the institution have one or more programs to support student civic engagement?:

Yes

Narrative and/or website URL providing an overview of the institution's civic engagement programs for students:

Skidmore has several civic engagement programs for students. Some highlights include Applied Civic Engagement Courses and the Public Policy Competition. Courses can be certified as Applied Civic Engagement (ACE) in the course catalog so that students can prioritize taking civic engagement classes. In addition, each year there is a Public Policy Competition where students compete to craft the best letter to an elected official suggesting a policy.

More information about civic engagement at Skidmore can be found here. <https://www.skidmore.edu/civic-engagement/index.php#>

Percentage of students that participate in community service and/or other civic engagement programs:

10 to 24

Approach used to determine the percentage of students that participate in civic engagement programs:

Conservative estimate based on mixed/limited data sources

Narrative outlining how student participation in civic engagement programs was determined:

To determine the percentage of students that participate in civic engagement on campus we aggregated students that must complete a community service requirement and students who took an Applied Civic Engagement Class (ACE). All athletes on campus have a semesterly community service requirement. The Skidmore course catalog labels courses that include an Applied Civic Engagement label. We combined all of the athletes (from Fall 24- Spring 25) and all those who have completed an ACE course (from Fall 24 - Spring 25). We eliminated double counting by only counting students who may have completed more than one civic engagement experience once (for example if they were an athlete and took a Civic Engagement course they were counted once, or if they took two Civic Engagement courses they were only counted once). This resulted in 21% of the students participating in civic engagement.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.1:

1.0

5.2 Employee community service program

Does the institution have one or more programs designed to support employee community service?:

No

Narrative and/or website URL providing an overview of the institution's programs to support employee community service:

Does the institution support employee volunteering during regular work hours?:

No

Narrative and/or website URL providing an overview of the institution's support for community volunteering during regular work hours:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.2:

0.0

5.3 Support for public policies to advance sustainability

Have one or more individuals affiliated with the institution helped develop public policies that address sustainability challenges within the previous three years?:

Yes

Narrative outlining how individuals affiliated with the institution have helped develop local or regional public policies that address sustainability challenges:

The Skidmore Lab of the Soil Inventory Project (TSIP) regularly works at the interface of research and public policy. Professor Kris Covey is a gubernatorial appointee to the NY State Forest Products Council providing insight on state soil policy.

Narrative outlining how individuals affiliated with the institution have helped develop national or international public policies that address sustainability challenges:

Professor Kris Covey, from The Soil Inventory Project (TSIP) has been part of working groups advising federal agencies on agricultural practices for climate mitigation and has met with federal elected officials from the house senate and executive branches to discuss public policy related to climate and conservation. The national scale inventory system they are building with TSIP is meant to inform programs that reward agricultural producers for adopting regenerative practices in support of climate accounting and mitigation. This effort is funded by >\$25M in public and private funding.

Has the institution advocated for public policies to advance sustainability during the previous three years?:

No

Narrative and/or website URL providing an overview of the institution's advocacy for public policies to advance sustainability:

Documentary evidence of the institution's advocacy for public policies to advance sustainability:

Online resource that provides evidence of the institution's advocacy for public policies to advance sustainability:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Community Partnerships

Score

6.00 / 9.00

Responsible Party

Celia Darling
Sustainability Coordinator
Sustainability Office

Criteria

6.1 Sustainability-focused community partnerships

An institution earns 3 points when it has at least one community partnership that is sustainability-focused.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

To qualify as sustainability focused, the primary focus of the community partnership must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

6.2 Partnerships to support underrepresented groups and vulnerable populations

An institution earns 3 points when it has at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

6.3 Community partnership assessment

An institution earns 3 points when A) it has published guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships and B) all of the institution's community partnerships for sustainability (as reported in indicators 6.1 and 6.2) are subject to an assessment process that includes joint evaluation by the institution and its community partners. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's community partnership policies, guidelines, and practices. To qualify, published community partnership guidelines must explicitly seek to ensure equity, reciprocity, and/or mutual benefit.

To qualify, an assessment process must address the reciprocity and mutual benefit of the partnerships and include feedback and/or assessment findings from community partners to the institution and from the institution to the community.

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

6.1 Sustainability-focused community partnerships

Does the institution have at least one community partnership that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability-focused community partnerships:

Skidmore College partners with Sustainable Saratoga, a not-for-profit organization that promotes sustainable practices and the protection of natural resources, through education, advocacy and action, for the benefit of current and future generations in the Saratoga Springs area.

We co-host the Saratoga Sustainability Fair, an event to support environmental, social, and economic sustainability in Saratoga by connecting community members to resources and organizations that forward sustainability in Saratoga. We also partner on events and film screenings and network to share information and resources, as possible.

The Director of Sustainability also participates as a member of the City of Saratoga's Climate Task Force for idea sharing and potential collaborative project development.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.1:

3.0

6.2 Partnerships to support underrepresented groups and vulnerable populations

Does the institution have at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified?:

Yes

Description of the institution's community partnerships to support underrepresented groups and/or vulnerable populations in addressing sustainability challenges:

Skidmore's [MDOCS's](#) Co-Creation Initiative program brings together media-makers, artists, community organizers, students, scholars, across lines of difference, through the process of making together-- "co-creating." They produce non-fiction storytelling and documentary projects (in various media) that enrich and complicate our local, regional, and global dialogues through developing relationships of reciprocity and mutual aid, creating flows of shared knowledge and shared labor to unite us in a shared mission to understand and transform our world.

During Fall 2024, they worked with the Radix Ecological Sustainability Center and NATURE Lab at the Sanctuary for Independent Media.

The Radix Ecological Sustainability Center is a federally recognized 501(c)3 not-for-profit educational organization. The mission of the Radix Center is to promote ecological literacy and environmental stewardship through educational programs based around demonstrations of sustainable technologies. At the Radix Center, we believe it is possible to meet human needs while simultaneously restoring ecosystems. Good environmental stewardship is rewarded by better health, wholesome food, and strong communities. The Radix Center teaches practical skills that can be applied to create environmental and economic sustainability. An emphasis is placed on issues of food security, health, and the remediation of contaminated soils. You can find more about the Radix Center [here](#).

The **N**orth **T**roy **A**rt, **T**echnology and **U**rban **R**esearch in **E**cology Lab, otherwise known as NATURE Lab (NL), is the Sanctuary's community health and urban ecology research initiative. NL began in 2010 as a series of pop-up workshops and symposiums, alongside artist and scientist research residencies. NL has since moved to its current location at 3319 6th Ave and is the initiative that connects and houses our community science lab, People's Health Sanctuary, and Collard City Growers. The NATURE Lab building opened in 2020 with support from a Department of Environmental Conservation (DEC) grant. The first floor of NL houses our community biology lab where we conduct environmental justice research, with a focus on our air ([Air Justice Lab](#)), soil ([Our Soil](#)), and water ([Water Justice Lab](#)). The second floor of NL houses a flexible community space that is home to [The People's Health Sanctuary](#), which is our mutual aid health space that focuses on community well-being through holistic practices. The NL yard is home to an evolving array of living sculptures and acts as a space for outdoor learning. Our newly added [Medicine Garden](#) and Talking Circle connect to the greater campus through our growing [Sanctuary Eco-Art Trail](#). You can find more about NATURE lab [here](#).

MDOCS has provided both organizations with direct cash support through their Mellon grant, documented their events, helped students find internships inside the orgs, co-created public storytelling events and media assets, and convened multi-stakeholder gatherings for information sharing, especially and most recently) in terms of envisioning solutions that connect scientific and indigenous forms of knowledge.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.2:

3.0

6.3 Community partnership assessment

Does the institution have published guidelines for creating and maintaining community partnerships that are reciprocal and mutually beneficial?:

No

Publication that includes the community partnership guidelines:

Online resource that includes the institution's community partnership guidelines:

Are all of the institution's community partnerships for sustainability subject to an assessment process that includes joint evaluation by the institution and its community partners?:

No

Description of the institution's approach to community partnership assessment and how the results are used to improve reciprocity and mutual benefit:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Continuing Education

Score

0.00 / 3.00

Responsible Party

Celia Darling
Sustainability Coordinator
Sustainability Office

Criteria

7.1 Continuing education offerings in sustainability

An institution earns 3 points when it has at least one continuing education course or education program that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused continuing education offering, but does have at least one continuing education offering that incorporates sustainability content or addresses a sustainability challenge earns 1.5 points.

Measurement

Report on the current status of the institution's continuing education offerings, i.e., courses and education programs that are targeted to community members who are not otherwise enrolled as students (e.g., working people seeking further education or professional credentials). This may include offerings that are targeted to both students enrolled for credit and community members.

To qualify as sustainability focused, the primary focus of the course or program must be on either the concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by its published title and/or description, either explicitly (e.g., "Introduction to Sustainability") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

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

Shared Facilities

Score	Responsible Party
1.50 / 2.00	Celia Darling Sustainability Coordinator Sustainability Office

Criteria

8.1 Publicly shared facilities

An institution earns 2 points available for this indicator when it provides free or low-cost public access to A) space for public events or meetings, B) a facility that helps people meet their basic needs, C) a facility that provides cultural services, and D) a facility that provides recreational services. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and initiatives.

To qualify as publicly accessible, an institution must provide regular, non-discriminatory means for members of the public to use or avail of at least one facility that meets the criteria outlined above. This may include fee-based or occasional access, as long as access is not denied on grounds such as gender identity, racial or ethnic identity, indigeneity, genetic features, language, religion or belief, membership of a national minority, property, birth, disability, age, or sexual orientation. Campus tours do not qualify.

To qualify as free or low cost access, the institution must make at least one facility available at no cost on a regular basis and/or maintain standing discounts, below-market fees, or a sliding scale fee structure designed to ensure that no local resident is denied access due to their economic status. If claiming points for free or low cost access, include specific information about how it is provided in the appropriate fields below.

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

8.1 Publicly shared facilities

Does the institution have on-site space for meetings or events that is publicly accessible?:

Yes

Does the institution provide free or low cost access to the meeting or event space?:

No

Description of the institution's publicly accessible space for meetings or events:

Link for reserving event spaces: <https://www.skidmore.edu/conferences-events/event-spaces.php>

Does the institution have at least one on-site facility that helps people meet their basic needs and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the basic needs facilities?:

No

Description of the institution's publicly accessible facilities that help people meet their basic needs:

[Greenburg Childcare Center](#) is attended primarily by children of Skidmore College-affiliated families (faculty, staff, administrators, students and alumni), who receive priority in enrollment. The center is also open to the public as space is available.

Does the institution have at least one on-site facility that provides cultural services and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the cultural service facilities?:

Yes

Description of the institution's publicly accessible facilities that provide cultural services:

The [Skidmore Library](#) is free and open to the public.

The [Tang Museum](#) is free and open to the public.

The [Skidmore Chapel](#) is available for the public to rent out.

Does the institution have at least one on-site facility that provides recreational services and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the recreational service facilities?:

Yes

Description of the institution's publicly accessible facilities that provide recreational services:

The Skidmore North Woods provides over three miles of maintained nature trails that are free and open to the community.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 8.1:

1.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Inter-Campus Collaboration

Score

2.40 / 3.00

Responsible Party

Celia Darling
Sustainability Coordinator
Sustainability Office

Criteria

9.1 Inter-campus collaboration for sustainability

An institution earns 3 points when it meets at least five of the following six criteria:

- A. Institution participates in one or more sustainability-focused networks for educational institutions.
- B. Institution has formally shared its sustainability experiences and lessons learned with other institutions during the previous three years.
- C. Institution has a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution.
- D. At least one individual with formal sustainability responsibilities at the institution has served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years.
- E. At least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years.
- F. At least one individual affiliated with the institution has served as a peer reviewer for another institution's sustainability report or data during the previous three years.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and initiatives and activities from within the previous three years.

To qualify, a network may be local, regional, national, or international in scope.

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

9.1 Inter-campus collaboration for sustainability

Does the institution participate in one or more sustainability-focused networks for educational institutions?:

Yes

Description of the institution's participation in sustainability-focused networks for educational institutions:

Skidmore is part of the New York Six Liberal Arts Consortium Sustainability Group. The NY6, is a consortium made up of 6 private liberal arts colleges in New York State. Members from the sustainability offices meet monthly to discuss sustainability challenges and successes on each campus.

Skidmore is also part of the New York Coalition of Sustainability in Higher Education (NYCSHE). This group meets annually to discuss environmental, fiscal, and social sustainability in higher education.

Has the institution formally shared its sustainability experiences and lessons learned with other institutions during the previous three years?:

Yes

Narrative outlining how the institution formally shares its sustainability experiences and lessons learned with other institutions:

On Tuesday, June 4, 2024, Skidmore College hosted the New York Six Liberal Arts Consortium Sustainability Convening. The NY6, is a consortium made up of 6 private liberal arts colleges in New York State. During this Convening, representatives from several college's sustainability offices (Clarkson University, Union College, Saint Lawrence University, Hamilton College, and Colgate University) attended a tour and presentation about sustainability efforts on Skidmore's campus.

Does the institution have a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution?:

No

Description of institution's sustainability-focused articulation/transfer agreements:

Has at least one individual with formal sustainability responsibilities at the institution served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years?:

Yes

Description of the institution's sustainability mentoring activities:

Skidmore Sustainability Office staff respond to inquiries sent through various sustainability-focused listservs to support campus sustainability program development. They have participated in interviews and case study requests from other campuses, as well. More locally, Skidmore maintains a strong relationship with other New York Six Consortium campuses, often reaching out for and responding to requests for specific information and insights. We also meet periodically to share best practices and discuss successes and challenges.

Has at least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years?:

Yes

Description of the institution's leadership roles in inter-campus collaboration:

The Director of Sustainability at Skidmore College is on the steering committee for the New York Coalition for Sustainability in Higher Education (NYCSHE). She attends planning meetings, develops coalition structures, and helps to organizes virtual networking meetings.

Has at least one individual affiliated with the institution served as a peer reviewer for another institution's sustainability report or data during the previous three years?:

No

Description of the institution's peer review activities:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 9.1:

2.4

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Operations

Buildings & Grounds

Points Earned 5.64

Points Available 19.00

This impact area seeks to recognize institutions that are taking steps to improve the sustainability of their buildings and grounds. An institution can design and manage its buildings and grounds in ways that conserve resources, minimize greenhouse gas emissions, support biodiversity and responsible water stewardship, and provide a safe and healthy environment for campus users.

Credit	Points
Building Design and Construction	0.90 / 3.00
Building Operations and Maintenance	0.00 / 5.00
Water Use	2.48 / 6.00
Ecologically Managed Grounds	2.26 / 5.00

Building Design and Construction

Score

0.90 / 3.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

1.1 Percentage of new floor area designed and constructed to green building standards

An institution earns 3 points when all new campus buildings and major renovation projects completed within the previous five years have been third party certified to a comprehensive green building standard that addresses, at a minimum, energy, indoor environmental quality (IEQ), materials/waste, transportation, water, and the ecological aspects of the site. Incremental points are available based on the certification status of new building space and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's buildings. Include all new buildings and major renovation projects completed within the previous five years, parking structures included. Building space that is yet to be occupied or commissioned, temporary and mobile structures, de minimis projects (e.g., less than 500 square meters in size), and projects that are otherwise ineligible for certification may be excluded.

Third party certification may include formal certification under an external green building rating system or leadership recognition program, commissioning to verify adherence to a green building standard, inspection for compliance with a green building code, or the equivalent, as long as the process is conducted by entities and/or personnel who are not affiliated with the institution and are independent of the building design and construction process.

Any standard definition of building space may be used (e.g., ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Building space that meets more than one criterion (e.g., projects certified under a comprehensive green building rating system AND certified to be in compliance with a less comprehensive green building code) may not be double-counted. Building space reported here may be excluded from the Building Operations and Maintenance credit.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

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

1.1 Percentage of new floor area designed and constructed to green building standards

Total floor area of newly constructed or renovated building space:

323,000.1946202109

Floor area of new building space third party certified to a comprehensive green building standard:

0.0

Floor area of new building space third party certified to a less comprehensive green building standard:

0.0

Floor area of new building space built to green building standards, but not third party certified:

290,499.6435071211

List and description of building and renovation projects completed within the previous five years:

Skidmore completed five major construction and renovation projects in the previous five years:

1. Annex (2020) - 3,019 SqM - No green building standard
2. Bille Tisch Center for Integrated Sciences North Wing (2020) - 5,296 SqM - LEED BD&C (pending)
3. Bille Tisch Center for Integrated Sciences East Wing (2022) - 7,711 SqM - LEED BD&C (pending)
4. Bille Tisch Center for Integrated Sciences Old Dana Renovation (2024) - 6,875 SqM - LEED BD&C (pending)
5. McCafferey-Wagman Tennis and Wellness Center (2024) - 7,107 SqM - LEED BD&C (pending)

One de minimis project, the Greenberg Child Care Center (2022, 392 SqM), was excluded given that it was under the 500 SqM threshold.

Skidmore has a Sustainable Construction and Renovation Policy, first developed in 2021 and revised in 2024, which requires all new construction and major renovations over \$2 million to be built to LEED Silver standards. New construction projects over \$5 million must be LEED certified. Within the policy are additional requirements and discretionary strategies for all construction projects.

If reporting on the institution's custom green building standards, at least one of the following two fields is also required:

Online location of the institution's green building standards:

https://www.skidmore.edu/sustainability/initiatives/SCRP_Revised_20240510.pdf

Copy of the institution's green building standards:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 1.1:

0.8993791593491004

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Building Operations and Maintenance

Score

0.00 / 5.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

2.1 Percentage of existing buildings managed for sustainability performance

An institution earns 5 points when 100 percent of its existing buildings are A) managed under a green cleaning program, B) individually assessed for energy performance, C) individually assessed for indoor environmental quality (IEQ) performance, D) managed or individually assessed for water performance, and E) third party certified to a green building standard, as detailed in the Technical Manual. Incremental points are available and earned as outlined in the manual.

Measurement

Report on the current status of the institution's buildings. Building space that is unoccupied (e.g., parking structures), temporary and mobile structures, very small buildings (e.g., less than 500 square meters in size), and new construction and major renovation projects reported in the Building Design and Construction credit may be excluded.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

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

2.1 Percentage of existing buildings managed for sustainability performance

Gross floor area of existing building space:

2,046,897.496627971

Floor area of existing buildings managed under a green cleaning program:

0.0

Online location of the institution's green cleaning policy:

Copy of the institution's green cleaning policy:

Description of the institution's certified green cleaning service:

Floor area of existing buildings individually assessed for energy performance:

0.0

Narrative outlining how building-level energy performance is assessed and how the results are used to improve performance:

Floor area of existing buildings individually assessed for indoor environmental quality (IEQ) performance:

0.0

Narrative outlining how building-level IEQ is assessed and how the results are used to improve performance:

Floor area of existing buildings managed or individually assessed for water performance:

0.0

Online location of the institution's minimum standards for water efficient fixtures, fittings, and equipment:

Copy of the institution's minimum standards for water efficient fixtures, fittings, and equipment:

Narrative outlining how building-level water performance is assessed and how the results are used to improve performance:

Floor area of existing buildings third party certified to a green building standard:

0.0

List of the institution's existing buildings and their green building certifications:

Inventory of the institution's existing buildings and their green building certifications:

The Reporting Tool will automatically calculate the following six figures:

Percentage of existing buildings managed under a green cleaning program:

0.0

Percentage of existing buildings assessed for energy performance:

0.0

Percentage of existing buildings assessed for IEQ performance:

0.0

Percentage of existing buildings managed or assessed for water performance:

0.0

Percentage of existing buildings third party certified to a green building standard:

0.0

Points earned for indicator OP 2.1:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Water Use

Score	Responsible Party
2.48 / 6.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

3.1 Potable water use per person

An institution earns 2 points when its annual potable water use per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark, and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period.

Report population figures from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Include all potable water supplied to or by the institution for its use during the performance period. If data on specific water volumes are not available, an institution may work with its facilities department and/or water utility to estimate figures, e.g., based on billing totals. Water that is recycled on-site, e.g., in closed loop systems, may be counted toward water use once (e.g., at initial withdrawal or procurement from a supplier) and excluded at subsequent uses.

3.2 Potable water use per square meter

An institution earns 2 points when its annual potable water use per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report gross floor area of building space from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

3.3 Systems for water recovery and return

An institution earns 1 point when it has systems on-site to A) harvest rainwater, B) recover water for reuse, and C) collect and return water to surface water or groundwater through on-site green infrastructure (GI). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and existing infrastructure.

3.4 Ratio of water recovered/returned to total water withdrawal

An institution earns the maximum points available for this indicator when the estimated annual volume of water recovered and/or returned on-site is equal to 100 percent or more of its total water withdrawal. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and the most recent annual (fiscal or calendar year) data available from within the previous three years.

On-site water recovery and return may be estimated based on measured performance (e.g., metered use or changes in water storage), the design specifications of the systems used, and/or modeling tools such as those listed by the [US Environmental Protection Agency \(EPA\)](#).

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

3.1 Potable water use per person

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

Low

Performance year for water use:

2024

Peer group:

Baccalaureate colleges and boarding schools

Potable water from off-site sources:

45,427,290.233972

Reclaimed water from off-site sources:

0.0

Other off-site water sources:

0.0

Potable water from on-site sources:

0.0

Other on-site water sources:

0.0

Full-time equivalent student enrollment:

2,751.0

Full-time equivalent of employees:

972.0

The Reporting Tool will automatically calculate the following four figures:

Annual potable water use:

45,427,290.233972

Full-time equivalent students and employees:

3,723.0

Annual potable water use per person:

12,201.794598979319

Points earned for indicator OP 3.1:

1.1432015035557848

3.2 Potable water use per square meter

Gross floor area of building space:

1,896,407.265087894

The Reporting Tool will automatically calculate the following two figures:

Annual potable water use per unit of floor area:

23.954408772746362

Points earned for indicator OP 3.2:

1.0062486314936712

3.3 Systems for water recovery and return

Does the institution harvest rainwater on-site for storage and use?:

No

Narrative and/or website URL providing an overview of the institution's on-site rainwater harvesting systems:

Does the institution recover water on-site for reuse?:

No

Narrative and/or website URL providing an overview of the institution's on-site water recovery and reuse systems:

Does the institution collect and return water to surface water or groundwater through on-site green infrastructure?:

Yes

Narrative and/or website URL providing an overview of the institution's on-site green infrastructure:

Skidmore College maintains several bioretention areas throughout our campus that are used for stormwater treatment. Bioretention areas are shallow depressions in engineered soil media with plantings. During rain events, stormwater captured by the bioretention areas is filtered through the soil media and enters an underdrain pipe where it is conveyed to site stormwater infrastructure. The plantings within the bioretention area provide a source of water uptake and stormwater volume reduction. The bioretention areas on site at Skidmore College were designed utilizing the NYS Stormwater Management Manual. Their design, in accordance with these standards, provides runoff reduction credit in addition to stormwater quality treatment.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 3.3:

0.3333333333333333

3.4 Ratio of water recovered/returned to total water withdrawal

Does the institution have methodologies in place to estimate or model the annual volume of water recovered and/or returned on-site?:

No

Narrative outlining the methodologies used to estimate or model the annual volume of water recovered and/or returned on-site:

Estimated volume of rainwater harvested on-site for storage and use:

Estimated volume of water recovered on-site for reuse:

Estimated volume of water collected and returned through on-site green infrastructure:

The Reporting Tool will automatically calculate the following four figures:

Annual volume of water recovered and/or returned:

0.0

Total water withdrawal:

45,427,290.233972

Ratio of water recovered/returned to total water withdrawal:

0.0

Points earned for indicator OP 3.4:

0.0

Optional documentation

Notes about the information provided for this credit:

Water use, FTE students, FTE employess, and gross floor area data is from fiscal year 2024 (most recent full year available), whereas PRE 3: Institutional Characteristics data is from fiscal year 2025 (most current).

Additional documentation for this credit:

Ecologically Managed Grounds

Score

2.26 / 5.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

4.1 Organic landscaping/grounds services

An institution earns 2 points when its landscaping/grounds services have eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides (only materials approved for organic use are used). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and inventories completed or updated within the previous year.

Areas that are not routinely maintained or are predominantly maintained by entities other than the institution's in-house and/or contracted landscaping/grounds services are excluded (e.g., natural/semi-natural areas and agricultural land).

Consistent with the NOFA Standards for Organic Land Care, an organic management program may allow rescue treatments using non-organic pesticides to control insect and disease problems that can cause significant harm, provided there are no effective organic alternatives. The procedure for making such a decision must be documented in the institution's organic IPM plan/protocol or equivalent.

4.2 Ratio of ecologically managed green space to total managed green space

An institution earns 3 points when the weighted area protected or restored or otherwise managed ecologically is equal to or greater than the total area of managed campus green space. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's grounds. Include the total area of green space actively managed within the institution's STARS reporting boundary, e.g., by the institution's in-house and/or contracted landscaping/grounds service. Vegetated roof surfaces may be included, at the institution's discretion, as long as they are included consistently.

An area may be reported for each attribute that applies to it. For example, a park that is managed organically and overlaid with tree canopy earns points for both attributes.

To qualify as a protected area, the geographical space must be recognized, dedicated, and managed, through legal or other effective means (which may include policies, protocols, and/or plans), to achieve the long term conservation of nature with associated ecosystem services and cultural values.

To qualify as a restored area, the geographical space must have been subject to intentional activities to initiate or accelerate the recovery of the ecosystem from a degraded state, for example, by allowing the natural regeneration of an overexploited ecosystem or by planting native or adapted vegetation.

To complete this indicator, an institution may use [i-Tree Tools](#) or an equivalent resource to define and measure the area of green space actively managed by the institution and, within that area, measure the areas that have each of the attributes listed in Table II in the Technical Manual. For further guidance, see the [STARS Help Center](#).

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

4.1 Organic landscaping/grounds services

Do the institution's landscaping/grounds services employ a written Integrated Pest Management (IPM) protocol that follows a four-tiered approach?:

No

Online location of the institution's IPM protocol:

Copy of the institution's IPM protocol:

Do the institution's landscaping/grounds services publish, on at least an annual basis, an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds?:

No

Online location of the institution's chemical inventory:

Copy of the institution's most recent chemical inventory:

Do the institution's landscaping/grounds services manage one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, or herbicides?:

No

Narrative and/or website URL providing an overview of the institution's organic landscaping/grounds policies and practices:

Have the institution's landscaping/grounds services eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides?:

No

Online resource affirming the organic status of the institution's landscaping/grounds services:

Document affirming the organic status of the institution's landscaping/grounds services:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 4.1:

0.0

4.2 Ratio of ecologically managed green space to total managed green space

Total area of managed green space:

462.827665

Area protected or restored:

164.324825

Area of tree canopy:

276.26339

Area managed organically:

0.0

The Reporting Tool will automatically calculate the following four figures:

Ratio of areas protected or restored to total managed green space:

0.3550453817405232

Ratio of tree canopy to total managed green space:

0.5969033635878269

Ratio of areas managed organically to total managed green space:

0.0

Points earned for indicator OP 4.2:

2.258942872397223

Optional documentation

Notes about the information provided for this credit:

Skidmore's [North Woods](#) is a 164 acre (66 hectare) protected area used by Skidmore and the Saratoga community for recreation, education, and research.

For 4.2, iTree was used to determine the area of managed green space and calculate the tree canopy.

Additional documentation for this credit:

Energy & Climate

Points Earned 14.01

Points Available 26.00

This impact area seeks to recognize institutions that are improving their energy efficiency, switching to clean and renewable energy sources, and measuring and reducing their greenhouse gas 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. These impacts are particularly pronounced for marginalized communities and low-income countries. Colleges and universities can help address climate change by moving to eliminate their own greenhouse gas emissions and supporting the development and use of clean and renewable energy more broadly.

Credit	Points
Energy Use	3.84 / 10.00
Greenhouse Gas Emissions	10.17 / 16.00

Energy Use

Score	Responsible Party
3.84 / 10.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

5.1 Energy consumption per square meter

An institution earns 3 points when its annual energy consumption per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. Use the most recent single year for which data are available or the annual average from throughout the period. An institution may choose the start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12 month (or three year) period.

Report floor area for the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.2 Energy consumption per person

An institution earns 3 points when its annual energy consumption per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.3 Percentage of energy from renewable sources

An institution earns 3 points when 100 percent of its annual energy consumption is from renewable sources. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same performance period used in indicator 5.1.

The percentage of a utility's standard or default product that is traceable to renewable sources may be included as electricity from uncertified off-site renewable sources to the extent that the renewable attributes of the energy are retained or retired on behalf of the institution (or a group including the institution) and that no other entities can lay claim to the renewable attributes of the same megawatt-hour of generation. An institution whose electricity supplier does not offer a bundled product or retain or retire the renewable attributes of its standard or default product on behalf of its customers may report the percentage of the utility's residual supply that is renewable and has not been claimed in compliance or voluntary markets.

For information about AASHE-approved equivalents, see the [STARS Help Center](#).

5.4 Percentage of electricity from on-site or certified renewable sources

An institution earns 1 point when it supports the development of clean and renewable energy sources to the extent that the energy represented by the options listed below amounts to 100 percent of total electricity consumption. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicators 5.1 and 5.3.

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

5.1 Energy consumption per square meter

Convert site energy figures to megawatt-hours (MWh) using the [STARS energy calculator](#) or an equivalent resource.

Performance year for energy use:

2024

Peer group:

Baccalaureate colleges and boarding schools

Gross floor area of building space:

1,896,407.265087894

Electricity

Electricity generated by on-site renewable systems:

0.0

Description of the on-site renewable systems:

On-site renewable electricity exported:

0.0

Electricity from off-site sources:

27,366.75

Stationary fuels

Include all liquid, solid, and gaseous fuel products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not. Transportation fuels are excluded.

Natural gas:

27,918.51

Propane/LPG:

38.81

Heating oil:

21.3

Coal/coke:

0.0

Bioenergy products:

0.0

Other stationary fuels:

207.06

Heating and cooling from off-site sources

Include all district heating and cooling products sourced during the performance year from a utility or municipal facility.

Steam from off-site sources:

0.0

Hot water from off-site sources:

0.0

Chilled water from off-site sources:

0.0

The Reporting Tool will automatically calculate the following six figures:

Total electricity consumption:

27,366.75

Total stationary fuel consumption:

28,185.68

Total heating and cooling from off-site sources:

0.0

Total annual energy consumption:

55,552.429999999999

Annual energy consumption per unit of floor area:

29.29349992785869

Points earned for indicator OP 5.1:

1.6922691238527545

5.2 Energy consumption per person

Full-time equivalent student enrollment:

2,751.0

Full-time equivalent of employees:

972.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:

3,723.0

Annual energy consumption per person:

14,921.415525114153

Points earned for indicator OP 5.2:

1.6879155329412139

5.3 Percentage of energy from renewable sources

Each MWh may only be counted once, i.e., in no more than one of the documentation fields provided. Note that electricity generated by on-site renewable systems is reported above for indicator 5.1. Energy attribute certificates (EACs) include RECs, GOs, and I-RECs.

Contractual instruments for renewable electricity

Energy attribute certificates (EACs) sold or not owned by the institution:

0.0

Electricity from certified off-site renewable sources:

5,050.0

Description of the certified off-site renewable sources of electricity:

Off-site renewables include 2,839 MWh from Skidmore's Chittenden hydroelectric project (Operating Agreement) and 2,211 MWh from Skidmore Denton Rd solar photovoltaic (Power Purchase Agreement). Both projects provide Renewable Energy Credits (RECs) to Skidmore, which are minted and certified in the New York Generation Attribute Tracking System (NYGATS). For both projects, Skidmore retains ownership and retires the RECs on an annual basis.

Electricity from uncertified off-site renewable sources:

0.0

Description of the uncertified off-site renewable sources of electricity:

Certified unbundled EACs:

0.0

Description of the certified unbundled EACs:

Renewable stationary fuels

Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource. Include products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not.

Certified bioenergy products:

0.0

Description of the certified bioenergy products:

Uncertified biomethane from organic waste or landfill gas:

0.0

Description of the uncertified biomethane products:

Heating and cooling from off-site renewable sources

For example, district steam or hot water supplied by a municipal geothermal system. Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource.

Heating and cooling from certified off-site renewable sources:

0.0

Description of the certified off-site renewable sources of heating and cooling:

Heating and cooling from uncertified off-site renewable sources:

0.0

Description of the uncertified off-site renewable sources of heating and cooling:

Demand reduction**Description of any cogeneration, solar thermal, geothermal, or similar technologies used by the institution that reduce the demand for non-renewable energy:**

Skidmore first started installing geothermal systems on campus in 2006. Currently, Skidmore has three district systems and 23 stand-alone systems covering 47% of the campus building space. Skidmore also has six solar thermal systems, five on residence halls and one on the Dining Hall. The residence hall systems supply about 30% of the domestic hot water for those buildings, while the 54-panel solar thermal array on the Dining Hall supplies the building with over 1,000 gallons of hot water daily. Skidmore has also implemented other green building technologies in some of our buildings, such as Energy Recovery Ventilators (ERVs), for load reduction and energy savings.

The Reporting Tool will automatically calculate the following seven figures:

Electricity from on-site renewable systems, rights retained/retired:

0.0

Electricity from renewable sources:

5,050.0

Renewable stationary fuels:

0.0

Heating and cooling from off-site renewable sources:

0.0

Annual renewable energy consumption:

5,050.0

Percentage of energy from renewable sources:

9.090511432173175

Points earned for indicator OP 5.3:

0.27271534296519523

5.4 Percentage of electricity from on-site or certified renewable sources

The Reporting Tool will automatically calculate the following three figures:

On-site and/or third party certified renewable power:

5,050.0

Percentage of electricity from on-site and/or third party certified renewable sources:

18.453049777558533

Points earned for indicator OP 5.4:

0.18453049777558533

Optional documentation

Notes about the information provided for this credit:

For 5.1 and 5.2, energy use, FTE students, FTE employess, and gross floor area data is from fiscal year 2024 (most recent full year available), whereas PRE 3: Institutional Characteristics data is from fiscal year 2025 (most current).

Additional documentation for this credit:

Greenhouse Gas Emissions

Score	Responsible Party
10.17 / 16.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

6.1 Greenhouse gas emissions inventory and disclosure

An institution earns 4 points when it has completed one or more inventories within the previous three years to quantify its emissions from at least nine of the 10 sources listed below. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual GHG emissions data available from within the previous three years. An institution may choose the annual start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

To conduct a GHG emissions inventory, an institution may use any methodology or calculator that is consistent with the standards and guidance provided by the World Resources Institute and the World Business Council for Sustainable Development (WRI/WBCSD). Examples include the GHG Protocol Corporate Standard, The Climate Registry's General Reporting Protocol (GRP), and the Sustainability Indicator Management and Analysis Platform (SIMAP).

For scope 2 GHG emissions, an institution may use a market-based method, a location-based method, or both (dual reporting).

For scope 3 GHG emissions, indicate to what extent all of the institution's relevant scope 3 activities in the category have been accounted for within the previous three years. To qualify as "full accounting", an institution must have accounted for all relevant scope 3 activities in the category. To qualify as "partial accounting", an institution must have accounted for at least one relevant scope 3 activity in the category. For example, an institution that has quantified its scope 3 GHG emissions for purchased food and paper, but has excluded other relevant purchased goods and services would report "partial accounting".

6.2 Greenhouse gas emissions per square meter

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by gross floor area of building space, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report floor area from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.3 Greenhouse gas emissions per person

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by full-time equivalent students and employees, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.4 Adjusted net greenhouse gas emissions

An institution earns 4 points when it has achieved zero adjusted net scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance between a baseline and the net zero emissions target and earned as outlined in the Technical Manual.

Measurement

For carbon sinks, report on the same performance period used in indicator 6.1.

For baseline emissions, an institution may choose annual start and end dates that work best with the historic data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period. This may be, for example, a baseline year that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations.

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

6.1 Greenhouse gas emissions inventory and disclosure

Scope 1 and 2 GHG emissions inventory

Has the institution completed an inventory within the previous three years to quantify its scope 1 and scope 2 GHG emissions?:

Yes

Copy of the institution's GHG emissions inventory:

[SIMAP_Annual_Report_2022.csv](#)

Online location of the institution's GHG emissions inventory:

<https://www.skidmore.edu/sustainability/inventories-reports/ghginventory.php>

Performance year for scope 1 and 2 GHG emissions:

2022

Description of the methodology or calculator used to conduct the scope 1 and 2 GHG emissions inventory:

Skidmore uses the UNH Sustainability Indicator Management and Analysis Platform (SIMAP) to conduct our GHG emissions inventories. Skidmore completes a GHG emission inventory every three years with the most recent inventory (Fiscal Year 2022: June 1, 20221 - May 31, 2022) completed in 2023.

Scope 1 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Scope 1 GHG emissions from stationary combustion:

5,430.21

Scope 1 GHG emissions from mobile combustion:

173.13

Scope 1 GHG process emissions:

23.81

Scope 1 GHG fugitive emissions:

128.89

Scope 2 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Which of the following methods were used to quantify the institution's scope 2 GHG emissions?:

Market-based

Scope 2 GHG emissions from off-site sources of electricity (market-based):

2,321.45

If using a location-based or dual reporting method, the following field is also required:

Scope 2 GHG emissions from off-site sources of electricity (location-based):

Scope 2 GHG emissions from off-site sources of heating and cooling:

The Reporting Tool will automatically calculate the following figure:

Annual scope 1 and 2 GHG emissions:

8,077.490000000001

Biogenic emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Does the institution's GHG emissions accounting method separate out biogenic emissions for disclosure purposes?:

Yes

GHG emissions from biogenic sources:

0.0

Scope 3 GHG emissions

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from business travel?:

Partial accounting

Scope 3 GHG emissions from business travel:

1,558.02

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from commuting?:

Full accounting

Scope 3 GHG emissions from commuting:

7,964.24

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from purchased goods and services?:

Partial accounting

Scope 3 GHG emissions from purchased goods and services:

39.84

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from capital goods?:

Not at all

Scope 3 GHG emissions from capital goods:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2?:

Full accounting

Scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2:

2,346.8

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from upstream transportation and distribution?:

Not at all

Scope 3 GHG emissions from upstream transportation and distribution:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from waste generated in operations?:

Full accounting

Scope 3 GHG emissions from waste generated in operations:

377.28

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions in all other applicable categories identified in the GHG Protocol Scope 3 Standard?:

Not at all

Scope 3 GHG emissions from other applicable categories identified in the GHG Protocol Scope 3 Standard:

0.0

If any scope 3 activities have been quantified, the following field is also required:

Description of the methodologies used to identify and account for the institution's relevant scope 3 activities:

Skidmore quantifies Scope 3 emissions in the following categories (SIMAP sources): 1) business travel (includes study abroad air travel, directly financed air travel, and other directly financed travel), 2) commuting (includes staff commuting, faculty commuting, student commuting, and student travel to/from home), 3) purchased goods and services (includes paper purchasing), 4) fuel-and-energy-related activities (includes FERA and T&D losses), and 5) waste (includes solid waste and wastewater). For each category the appropriate quantity unit (e.g., reams or pounds of paper, vehicle miles or passenger miles for business travel, short tons for solid waste) is identified and summary data is collected from campus partners and external vendors, as needed. All raw data points are entered in to SIMAP so that the appropriate emission factors can be used to calculate MTCDE emissions.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 6.1:

2.75

6.2 Greenhouse gas emissions per square meter

Peer group:

Baccalaureate colleges and boarding schools

Gross floor area of building space:

1,813,406.751862407

The Reporting Tool will automatically calculate the following two figures:

Annual scope 1 and 2 GHG emissions per unit of floor area:

4.454315896919946

Points earned for indicator OP 6.2:

2.5360037274632763

6.3 Greenhouse gas emissions per person

Full-time equivalent student enrollment:

2,667.0

Full-time equivalent of employees:

914.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:

3,581.0

Annual scope 1 and 2 GHG emissions per person:

2,255.652052499302

Points earned for indicator OP 6.3:

2.75994939389813

6.4 Adjusted net greenhouse gas emissions

Carbon sinks

Report figures for the performance year. If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required. Non-additional sequestration does not qualify as a carbon sink for scoring purposes, but may be reported in the optional field provided.

Third party certified carbon offsets:

0.0

Description of the institution's third party certified carbon offsets:

Carbon storage from on-site composting:

2.5

Description of the institution's carbon storage from on-site composting:

Skidmore Compost is a student-run composting program that services on-campus residences and academic spaces through the academic year. The food scraps collected from the on-campus apartments is composted in our on-site backyard (bin) composting system. The compost created by the program is utilized on-site in the Skidmore Community Garden. In Fiscal Year 2022, the on-site program composted 6.84 short tons of food scraps, which represents approximately 24% (2.50 MTCDE) of our total composting carbon storage (10.27 MTCDE). Total compost numbers include food scraps collection at the Dining Hall, which is composted off-site and does not return.

Carbon sold or transferred:

0.0

Carbon storage from non-additional sequestration on institution-owned land:

0.0

Baseline emissions

Does the institution have baseline scope 1 and 2 GHG emissions data?:

Yes

Copy of the institution's baseline GHG emissions inventory:

[Skidmore_2000_Emissions_Calculator.xls](#)

Online location of the institution's baseline GHG emissions inventory:

Baseline year for scope 1 and 2 GHG emissions:

2000

Narrative outlining when and why the GHG emissions baseline was adopted:

Skidmore's 2015-2025 Campus Sustainability Plan uses the year 2000 as its baseline for tracking progress toward our institutional sustainability goals. Many of the College's early sustainability efforts, particularly large-scale energy efficiency and renewable energy projects, began in the early 2000s. Our 2000 baseline, originally completed using the Clean Air Cool Planet calculator, ensures the College captures our earliest efforts to reduce GHG emissions. We recently updated our 2000 baseline by recalculating emissions on SIMAP using present-day methodology and emissions factors

to ensure we are using a more accurate and appropriately comparative baseline. This revision slightly lowered our 2000 baseline emissions and was an important step in allowing us to track our emissions and assess progress towards meeting our 2025 GHG reduction goals.

Baseline scope 1 and 2 GHG emissions:

17,180.56

The Reporting Tool will automatically calculate the following four figures:

Net carbon sinks:

0.0

Adjusted net scope 1 and 2 GHG emissions:

8,075.0

Percentage reduction in scope 1 and 2 GHG emissions from baseline:

52.99926195653691

Points earned for indicator OP 6.4:

2.1199704782614766

Optional documentation

Notes about the information provided for this credit:

Emissions data, FTE students, FTE employess, and gross floor area data is from fiscal year 2022 (most recent greenhouse gas inventory), whereas PRE 3: Institutional Characteristics data is from fiscal year 2025 (most current).

Additional documentation for this credit:

Food & Dining

Points Earned 4.21

Points Available 10.00

This impact area 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 has a higher per-calorie environmental intensity than plant-based foods. Farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. To compound matters, it is estimated that more than a fourth of the food that is produced is wasted and food waste itself is a significant contributor to global climate change.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Prioritizing sustainably and ethically produced food encourages environmentally friendly and humane farming methods and helps eliminate unsafe working conditions and alleviate poverty for farmers and farm workers. Prioritizing plant-based foods reduces greenhouse gas emissions and other negative social and ecological impacts associated with animal agriculture. Sourcing products from social impact suppliers helps build fair and resilient food systems. Diverting food waste for recovery purposes can help feed people, produce useful products, and reduce the climate impacts of the food system.

Credit	Points
Dining Service Procurement	2.21 / 8.00
Food Recovery	2.00 / 2.00

Dining Service Procurement

Score

2.21 / 8.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

7.1 Percentage of food and beverage spend that meets sustainability criteria

An institution earns 6 points when the weighted cost of purchased food and beverage products that meet the sustainability criteria outlined in Table I is at least equal to the total food and beverage spend. Incremental points are available and earned as outlined in the Technical Manual.

Food and beverage sustainability criteria

Scope

- Fresh food, e.g., produce, meat, eggs, fish, and shellfish
- Packaged or prepared food, e.g., spices, oils, sugar, grains, baked goods, candies, frozen food, dairy products, and processed foods
- Beverages, e.g., liquid and packaged sports and soft drinks, fruit juices, tea, coffee, and bottled water

Sustainability criteria

- A. Sustainably or ethically produced
- Certified to one or more of the following:
 - An organic standard that is endorsed by [I-FOAM Organics International](#) or requires conformance to an I-FOAM endorsed organic standard
 - An ISO Type I ecolabel or sustainability standard for food and beverage products that is developed or administered by a farm/food workers' organization or an ISEAL Alliance or Global Ecolabelling Network member organization
 - An environmental sustainability, fair trade/labor, or animal welfare standard recognized at Level 1, 2, or 3 in the [Anchors in Action Aligned Framework](#) (US) or an AASHE-approved equivalent standard (in countries

other than the US).

- Recommended by Monterey Bay Aquarium Seafood Watch (Best Choice, Certified, or Good Alternative) or a regional sustainable fish and seafood program approved by AASHE.
- Produced by campus farms or gardens using sustainable or ethical methods

AND/OR

- Grown, raised, or caught by small producers using sustainable or ethical methods, as evidenced by or documented through one or more of the following:
 - Participatory Guarantee System (PGS)
 - Short food supply chain (SFSC)
 - Small Producers' Symbol (SPP)
 - World Fair Trade Organization (WFTO) or Fair Trade Federation (FTF) membership
 - An alternative verification program led by farm/food workers, academic or student researchers, an NGO, or a producer cooperative

AASHE maintains an [updated list of qualifying certifications and programs](#).

B. Plant-based foods

- Unprocessed and minimally processed fruits, vegetables, sprouts, legumes, pulses, soy foods, nuts, seeds, herbs,

spices, seaweed, algae, fungi, whole grains (e.g., flour, oats, and rice), coffee beans, and tea leaves

- Culinary ingredients obtained directly from plants (e.g., oils, syrups, starches, and sweeteners)
- Processed foods that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. Examples include preserved fruits and vegetables, fruit and vegetable juices, tofu and tempeh, plant-based alternatives to meat and dairy, and products certified to a standard for vegan or plant-based foods (e.g., V-Label, Plant-Based Food Association, or SCS-109).

Products predominantly composed of ingredients of neither plant/fungi nor animal origin that are not intended as alternatives to meat or dairy (e.g., packaged mineral water with fruit flavoring) do not qualify as plant-based.

Measurement

Report the most recent data available from within the previous three years. An institution may track purchases over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include food and beverage expenditures by the institution's self-operated dining services or the institution's contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo). Outlets that are unique to the institution or its food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Franchises (e.g., regional or global brands), independent operators, convenience stores, vending services, concessions, and de minimus purchases by other entities may be excluded.

If a product category or type is excluded from the analysis (e.g., due to data tracking limitations), the exclusion must be disclosed in the methodology documentation field provided.

Products sourced from a campus farm or garden, but not purchased, may be accounted for based on estimated market value.

For transparency, an inventory of qualifying purchases must be provided. The inventory may be in any format as long as sufficient information is provided to justify each product's inclusion, including its name/

description and the sustainability criterion met (i.e., a specific certification/ecolabel or a note that the product was sourced from a qualifying campus farm/garden or small producer). [A template is available](#). For plant-based foods, an itemized inventory is not required (see guidance below), however sufficient information must be provided about the broad categories used in the analysis to allow an independent reviewer to understand how the percentage of spend on plant-based foods was determined. This information may be included in the template or provided in the relevant narrative documentation field.

Sustainably or ethically produced products

An institution may report on purchases that meet the Real Food Standards (US) or another set of standards that adhere to the Anchors in Action Aligned Framework in lieu of the sustainable/ethical criteria provided. For example, an institution may report its verified Real Food percentage as the “percentage of food and beverage spend on products that are sustainably or ethically produced” and upload its Real Food Calculator results as evidence.

A purchase that meets more than one sustainable/ethical criterion may not be double-counted. For example, purchased coffee that is both certified Organic and Fairtrade certified may only be counted in the sustainable/ethical spend once. A purchase that is both sustainably/ethically produced and a plant-based food, however, should be included in both percentage figures.

To claim points for a recommended fish or seafood product that is not third party certified, an institution must have sufficient information on the specific species and where and how it was caught or farmed to be able to affirm its recommended status.

Products that are sustainably or ethically produced and products that are conventionally produced must be reported separately to the extent possible. In cases where a single-ingredient product is gathered from multiple farms or boats and aggregated prior to distribution (e.g., fluid milk), a purchase may qualify as sustainably or ethically produced if the distributor is able to verify that more than 50 percent of the product (by volume) meets the criteria.

A product from a secondary processor (e.g., an artisan, baker, cheese/yogurt maker, or coffee roaster) qualifies as sustainably or ethically produced if the predominant/defining raw ingredient (or more than 50 percent of ingredients, by weight, salt and water excluded) is sustainably or ethically produced. Examples of predominant/defining raw ingredients include the flour in bread, the milk in cheese, and the tomatoes in tomato sauce.

Plant-based foods

To quantify the spend on plant-based foods, it is recommended that an institution only count as plant-based those broad categories of food purchases for which all items clearly meet the criteria (e.g., fresh produce; whole grains; canned, jarred, and frozen fruits, vegetables, and legumes; and plant-based alternatives to meat and dairy). A more refined approach, e.g., based on a line item inventory, is welcome, but is not required and may not result in a significantly higher score.

7.2 Percentage of dining service spend with social impact suppliers

An institution earns 2 points when at least 10 percent of the spend managed by its dining services is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its dining service spend is with social impact suppliers earns 1 point.

Measurement

Report on the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track suppliers over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include the food and beverage spend managed by the institution's self-operated dining services or its contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo), but may also include expenditures on other goods and services (e.g., supplies, equipment, and cleaning services) at the institution's discretion. Expenditures on items other than goods and services are excluded (e.g., salaries, wages, benefits, employee expenses, insurance, interest, taxes, utilities, and building leases). Outlets that are unique to the institution or its contracted food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Procurement managed by other entities (e.g., franchises) may be excluded.

The analysis may be limited to the dining program's Tier One suppliers (e.g., its food distributors and other direct suppliers), focus on its Tier Two suppliers (e.g., the producers that supply its food distributors and other direct suppliers), or include multiple tiers in the supply chain as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

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

7.1 Percentage of food and beverage spend that meets sustainability criteria

Performance year for food and beverage purchasing:

2024

Percentage of food and beverage spend on products that are sustainably or ethically produced:

2.5

Percentage of food and beverage spend on plant-based foods:

34.4

Inventory of qualifying food and beverage purchases:

[STARS_3.0_Food_Inventory_Qualifying.xlsx](#)

Description of the methodology used to determine the spend on products that are sustainably or ethically produced:

Skidmore conducts our food expenditure analysis using a representative sample (July, September, October, and April) of the fiscal year (June 1 to May 31). All Dining service food purchases are included (main dining hall, cafe purchases, convenience store, catering, etc.). Vending is not included. Purchasing data is shared in a summary spreadsheet from our primary provider and as individual invoices for all other providers.

Purchasing data is reviewed and items with sustainability labels are designated as such, based on the AASHE STARS 3.0 criteria. Four qualifying sustainability standards were identified for our food purchases: USDA Organic, Aquaculture Stewardship Council, Fairtrade international, and Rainforest Alliance certified. All sustainably or ethically produced expenditures are provided in our inventory.

Description of the methodology used to determine the spend on plant-based foods:

A mixed approach (broad category and itemized) was taken to identify plant-based expenditures within the relevant categories (dairy, eggs, fish, meat, and poultry were excluded, leaving baked goods, beverages, grocery, produce, and tea/coffee). Plant-based UNSPC codes and GDSN codes were referenced in determining a designation. First, whole categories were designated plant-based (produce, tea/coffee, and fresh bread within baked goods). Then beverage items were reviewed to identify, juice, wine, beer, and plant-based milk items. Finally, grocery items were evaluated using the reference codes/descriptions. All plant-based expenditures are provided in our food inventory.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.1:

2.214

7.2 Percentage of dining service spend with social impact suppliers

Does the institution have sufficient data on its dining service spend to pursue this indicator?:

Yes

Performance year for social impact dining service purchasing:

2024

Percentage of dining service spend with social impact suppliers:

3.0

Narrative and/or website URL providing an overview of the dining service program's social impact suppliers:

Skidmore purchased food from four certified B Corps companies: Guayaki Yerba Mate, Ben & Jerry's, Cabot, and King Arthur. Sushi is purchased from Duo, identified as a marginalized group (ethnic minority). All social impact supplier expenditures are provided in our inventory.

Description of the methodology used to determine the spend with social impact suppliers:

Research was done to identify the items purchased from B Corps businesses. In addition, a review of local providers was done to determine whether there were any employee owned, social enterprise, or enterprises owned by marginalized groups.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.2:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Food Recovery

Score	Responsible Party
2.00 / 2.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

8.1 Food recovery program

An institution earns 2 points when its dining services A) donate surplus food on at least a monthly basis, divert B) pre-consumer (back of house) and C) post-consumer (front of house) food waste from disposal for processing and use as animal feed, compost, and/or biofuel, and D) track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current dining service programs and practices and activities from within the previous three years.

Appropriate tools to support food and organic materials management assessments include food waste audits and competitions such as Campus Race to Zero Waste (Food Organics category), green dining certification programs that address food recovery, and food waste tracking and benchmarking systems.

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

8.1 Food recovery program

Does the institution donate surplus food to a food redistribution program on at least a monthly basis when its dining services are operational?:

Yes

Narrative and/or website URL providing an overview of the institution's surplus food donation program:

The FeedMore student club partners with the Dining Hall to collect surplus food from Dining Services to donate to local organizations, helping to address food insecurity in Saratoga Springs. The Dining Services team collects, stores, and labels food for donation, while the FeedMore student volunteers weigh, track and deliver the food to the local food pantry. Deliveries occur twice a week during the academic semester, with reduced deliveries during the summer. On average, the program donates over 6,000 lbs of food each year.

Do the institution's dining services divert pre-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:

Yes

Narrative and/or website URL providing an overview of the institution's pre-consumer food waste diversion program:

All food scraps (pre-consumer, post-consumer, and most events) are collected, hauled away, and industrially composted. In fiscal year 2024, we diverted approximately 16,000 lbs/month of food scraps. Food service workers are trained in the composting program in order to reduce waste and ensure proper disposal of food trimmings and other food waste in to the food scrap buckets (at each prep station) and large compost toters.

Do the institution's dining services divert post-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:

Yes

Narrative and/or website URL providing an overview of the institution's post-consumer food waste diversion program:

Dining Services has post-consumer food scraps collection (including napkins) in the main dining hall and cafe on campus. The student-run Skidmore Compost program manages a collection program for all apartments, all residence halls, and centralized locations in most academic and administrative spaces. Food scraps from the apartments goes to Skidmore's on-campus backyard style bin composting system, while all other food scraps collected on campus are hauled away and industrially composted.

Do the institution's dining services track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements?:

Yes

Narrative and/or website URL providing an overview of the institution's food and organic materials management tracking and assessment initiatives:

Skidmore has tracked our food scrap collection programs since their commencement (2011 for our apartment composting program and 2018 for our dining hall system). Detailed tracking provides monthly data (more granular for the apartment program) of weights, locations, costs, etc. FeedMore

food donations are also tracked. In addition to utilizing this data for assessment and program review, Skidmore also reports on this data to the NYSDEC as a Designated Food Scraps Generator, in compliance with the NY Food Donation and Food Scraps Recycling Law. Annual waste audits are also conducted to look at diversion and material sorting (landfill, recycling, and food scraps) and identify opportunities for improvement.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 8.1:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Procurement & Waste

Points Earned 8.31

Points Available 20.00

This impact area seeks to recognize institutions that are using their purchasing power to help build a sustainable economy and moving toward zero waste through source reduction and recovery operations. Collectively, institutions spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose ecologically and socially preferable products and support suppliers with strong commitments to sustainability. A robust sustainable procurement system coupled with a zero waste approach can mitigate the need to extract virgin materials from the earth and reduce the flow of materials to incinerators and landfills, both of which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on marginalized communities.

Credit	Points
Sustainable Procurement System	0.00 / 7.00
Purchased Goods	2.42 / 4.00
Materials Management	3.25 / 4.00
Waste Generation and Recovery	2.64 / 5.00

Sustainable Procurement System

Score

0.00 / 7.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

9.1 Supplier code of conduct

An institution earns 1 point when it has a published supplier code of conduct that includes one or more expectations that exceed or are additional to minimum regulatory compliance in regard to A) environmental impact, B) treatment of workers, C) governance and ethical business practices, D) advancement of sustainability in the supply chain, and E) monitoring and review. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's written policies and/or guidance for suppliers. Policies and guidance adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as they apply to and are implemented by the institution.

9.2 Percentage of bid solicitations that identify sustainability considerations

An institution earns 2 points when 100 percent of its bid solicitations - e.g., requests for proposals (RFPs) or requests for tender (RFTs) - identify A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on bid solicitations issued by the institution during the previous three years. The analysis may be limited to the most recent year for which data are available or include the entire three-year period.

An institution with a large number of RFPs or RFTs may report on a representative sample that includes at least 20 bid solicitations of diverse types and scopes. Bid solicitations with an anticipated aggregate value of \$50,000 USD or less per year or an anticipated contract duration of one month or less may be excluded.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the extent to which it has published sustainability criteria (e.g., documented in a written sustainable purchasing policy) covering the full range of goods and services it procures and the suppliers with which it engages.

9.3 Average weight given to sustainability considerations in bid appraisal

An institution earns 2 points when A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations are each assigned an average weight of at least 10 percent in the institution's bid appraisal process. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the institution's minimum standards for evaluating responses to RFPs/RFTs (e.g., as established in a bid appraisal tool that uses multi-criteria analysis) and/or the estimated average weights applied during the previous three years.

To avoid double-counting, an institution for which product sustainability specifications and supplier sustainability considerations are assessed together must split the total weight assigned between the two criteria. For example, an institution for which "product and supplier sustainability" is assigned a weight of 10 percent may report 5 percent for each criterion, but may not report 10 percent for each criterion.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the weight that published sustainability criteria (e.g., documented in a written sustainable purchasing policy) are assigned in the process of selecting the goods and services it procures and the suppliers with which it engages.

9.4 Percentage of contract spend with social impact suppliers

An institution earns 2 points when at least 10 percent of its total annual contract spend is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its total annual contract spend is with social impact suppliers earns 1 point.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Contracts or tenders with an aggregate value of \$50,000 US Dollars (USD) or less per year or a duration of one month or less may be excluded. Report the actual value of transactions during the year in question rather than the total aggregate value of the contracts or tenders.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

The analysis may be limited to the institution's Tier One suppliers (e.g., its directly contracted suppliers) or include multiple tiers in the supply chain (e.g., a Tier One supplier's subcontractors) as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

An institution that has not entered into any contracts or tenders within the previous three years or for which contracts and tenders represent a de minimis portion of its total spend may report on its total uncontracted spend with suppliers during the performance year.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., contract types included/excluded), and any data limitations that may have influenced the results in the "Notes" field provided in the Reporting Tool.

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

9.1 Supplier code of conduct

Does the institution have a published code of conduct to guide suppliers on the institution's social and environmental expectations for them?:

No

Copy of the institution's supplier code of conduct:

Online location of the institution's supplier code of conduct:

Does the institution's supplier code of conduct include one or more expectations in regard to environmental impact that exceed or are additional to regulatory compliance?:

Does the institution's supplier code of conduct include one or more expectations in regard to the treatment of workers that exceed or are additional to regulatory compliance?:

Does the institution's supplier code of conduct include one or more expectations in regard to governance and ethical business practices that exceed or are additional to regulatory compliance?:

Does the institution's supplier code of conduct include one or more expectations in regard to the advancement of sustainability in the supply chain?:

Does the institution's supplier code of conduct include one or more expectations of monitoring and review?:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.1:

0.0

9.2 Percentage of bid solicitations that identify sustainability considerations

Does the institution have sufficient data on its bid solicitations to pursue this indicator?:

No

Percentage of bid solicitations that identify product sustainability specifications:

Percentage of bid solicitations that identify supplier sustainability considerations:

Description of the methodology used to assess the institution's bid solicitations:

If claiming points for this indicator, at least one of the following two fields is also required:

Online resource supporting the percentage of bid solicitations reported:

Document supporting the percentage of bid solicitations reported:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.2:

0.0

9.3 Average weight given to sustainability considerations in bid appraisal

Average weight assigned to product sustainability specifications in the institution's bid appraisal process:

Data not available

Average weight assigned to supplier sustainability considerations in the institution's bid appraisal process:

Data not available

Narrative outlining how the average weights given to sustainability considerations were determined:

n/a

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.3:

0.0

9.4 Percentage of contract spend with social impact suppliers

Does the institution have sufficient data on its contract spend to pursue this indicator?:

No

Performance year for contract spend:

Local currency code:

Total annual contract spend:

Annual contract spend with social impact suppliers:

Narrative and/or website URL providing an a overview of the institution's contracts with social impact suppliers:

Description of the methodology used to assess the institution's contract spend with social impact suppliers:

The Reporting Tool will automatically calculate the following two figures:

Percentage of contract spend with social impact suppliers:

Points earned for indicator 9.4:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Purchased Goods

Score	Responsible Party
2.42 / 4.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

10.1 Percentage of cleaning products spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on consumable cleaning products is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Cleaning product sustainability criteria

Scope

- General purpose bathroom, glass, and carpet cleaners
- Degreasing agents
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products (e.g., floor finish and floor finish strippers)
- Hand soaps and hand sanitizers
- Disinfectant
- Metal polish and other specialty cleaning products

An institution may include other types of consumable cleaning and janitorial products, for example, sanitary paper and trash/bin liners, at its discretion, as long as it does so consistently.

Sustainability criteria

A. Preferable

Third party certified to a ISO Type I ecolabel or sustainability standard for cleaning products that is:

- Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization

AND/OR

- Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization

An updated list of preferable standards is available in the [STARS Help Center](#).

B. Other qualifying

- Third party certified to an ISO Type I

ecolabel or sustainability standard not recognized as preferable

AND/OR

- 30 percent minimum postconsumer recycled and/or agricultural residue content (for sanitary paper, trash/bin liners, and other cleaning supplies, if included)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.2 Percentage of electronics spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on electronics is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Electronics sustainability criteria

Scope	Sustainability criteria
<ul style="list-style-type: none">• Computers (desktop computers, notebook computers, integrated desktop computers, portable all-in-one computers, slates/tablets, small-scale servers, thin clients, and workstations)• Displays (monitors and signage displays)• Servers• Data center and networking equipment• Imaging equipment (copiers, digital duplicators, facsimile machines, multifunction devices, printers, mailing machines, and scanners)• Televisions• Mobile phones	<p>A. Preferable</p> <ul style="list-style-type: none">• EPEAT Gold (Green Electronics Council) <p>AND/OR</p> <ul style="list-style-type: none">• TCO Certified <p>B. Other qualifying</p> <ul style="list-style-type: none">• EPEAT Silver or Bronze• Third party certified to an ISO Type I ecolabel or sustainability standard for electronics not recognized as preferable• ENERGY STAR, EU Energy A, or local equivalent• Refurbished <p>AND/OR</p> <ul style="list-style-type: none">• Extended producer responsibility (e.g., a closed-loop or product take-back program)

An institution may include other types of electronic or electric-powered equipment, at its discretion, as long as it does so consistently.

Exclude goods that are reused on-site (i.e., not purchased).

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.3 Percentage of furniture spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office furniture is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Furniture sustainability criteria

Scope

- Individual and group seating
- Workstations, desks, and tables
- Storage and shelving units
- Filing cabinets and cases
- Integrated visual display products (e.g., markerboards and tackboards)
- Hospitality furniture
- Miscellaneous items such as mobile carts, freestanding screens, and movable partitions

An institution may include other types of furniture, at its discretion, as long as it does so consistently.

Exclude goods that are reused on-site (i.e., not purchased).

Sustainability criteria

A. Preferable

Third party certified to an ISO Type I ecolabel or sustainability standard for furniture that is:

- Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization

AND/OR

- Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization

An updated list of preferable standards is available in the [STARS Help Center](#).

B. Other qualifying

- Environmental Product Declaration (EPD) or Health Product Declaration (HPD)
- Extended producer responsibility (e.g., a closed-loop or product take-back program)

AND/OR

- Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.4 Percentage of office paper spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office paper meets one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Office paper sustainability criteria

Scope

Sustainability criteria

Standard office printing and copier paper

A. Preferable

An institution may include other types of paper products, for example, folders and envelopes, at its discretion, as long as it does so consistently.

- 100 percent postconsumer recycled and/or agricultural residue content

- Forest Stewardship Council (FSC) Recycled label

AND/OR

- Paper Step 'Superior' ([Canopy Ecopaper Database](#) / Environmental Paper Network)

B. Other qualifying

- 30 percent minimum postconsumer recycled and/or agricultural residue content

- Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable (e.g., FSC Mix)

AND/OR

- Processed Chlorine Free (PCF) or Totally Chlorine Free (TCF)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

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

10.1 Percentage of cleaning products spend that meets sustainability criteria

Local currency code:

USD

Does the institution have sufficient data on its cleaning product spend to pursue this indicator?:

Yes

Performance year for cleaning products spend:

2024

Total annual spend on cleaning products:

226,220.0

Annual spend on cleaning products that meet preferable sustainability criteria:

149,968.0

Annual spend on cleaning products that meet other qualifying sustainability criteria:

0.0

List or sample of cleaning product purchases that meet sustainability criteria:

Nearly all (94%) of Skidmore's sanitary paper purchases (Tork hand towels and toilet paper) are green certified via the Green Seal, ECOLOGO, and/or FSC standards. The majority (75%) of our soap spend (specifically Purell healthy soap) is ECOLOGO certified.

The Reporting Tool will automatically calculate the following three figures:

Percentage of cleaning product spend that meets preferable sustainability criteria:

66.29298912562992

Percentage of cleaning product spend that meets other qualifying sustainability criteria:

0.0

Points earned for indicator OP 10.1:

0.6629298912562992

10.2 Percentage of electronics spend that meets sustainability criteria

Does the institution have sufficient data on its electronics spend to pursue this indicator?:

Yes

Performance year for electronics product spend:

2024

Total annual spend on electronics:

1,404,168.0

Annual spend on electronics that meet preferable sustainability criteria:

731,733.0

Annual spend on electronics spend that meet other qualifying sustainability criteria:

81,506.0

List or sample of electronics purchases that meet sustainability criteria:

All user services electronic purchases have sustainability certifications. Approximately 90% of our laptop, desktop, tablet, monitor and printer purchases have EPEAT Gold certification, while the remaining 10% have EPEAT Silver or Bronze, or Energy Star, certification. In addition, two of our network purchases were refurbished.

The Reporting Tool will automatically calculate the following three figures:

Percentage of electronics spend that meets preferable sustainability criteria:

52.11149947869485

Percentage of electronics spend that meets other qualifying sustainability criteria:

5.80457609061024

Points earned for indicator OP 10.2:

0.5501378752399998

10.3 Percentage of furniture spend that meets sustainability criteria

Does the institution have sufficient data on its furniture spend to pursue this indicator?:

Yes

Performance year for furniture spend:

2024

Total annual spend on furniture:

699,939.0

Annual spend on furniture that meets preferable sustainability criteria:

699,939.0

Annual spend on furniture that meets other qualifying sustainability criteria:

0.0

List or sample of furniture purchases that meet sustainability criteria:

Skidmore purchases commercial furniture for new construction and renovation projects through the central purchasing office. Minor purchases, not managed through the purchasing office were excluded. Furniture specs and data sheets were reviewed to confirm certifications. Furniture brands purchased in 2024 include National Office Furniture, Strive, Concerto, Contento, Versteel, Sit On It, and Hon. Major furniture purchases in 2024 include theatre seating, classroom and office furniture, conference tables, and lounge/soft seating. Certification standards varied and include BIFMA Level 1, BIFMA Level 2, ANSI/BIFMA e3, SCS Indoor Advantage Gold, and UL GreenGuard Gold.

The Reporting Tool will automatically calculate the following three figures:

Percentage of furniture spend that meets preferable sustainability criteria:

100.0

Percentage of furniture spend that meets other qualifying sustainability criteria:

0.0

Points earned for indicator OP 10.3:

1.0

10.4 Percentage of office paper spend that meets sustainability criteria

Does the institution have sufficient data on its office paper spend to pursue this indicator?:

Yes

Performance year for office paper spend:

2024

Total annual spend on office paper:

25,188.0

Annual spend on office paper that meets preferable sustainability criteria:

0.0

Annual spend on office paper that meets other qualifying sustainability criteria:

10,447.0

List or sample of office paper purchases that meet sustainability criteria:

- W.B. Mason Flagship Copy Paper - 30% recycled - \$8,787
- Boise Aspen Multi-Use Paper - 30% recycled - \$1,094
- Hammermill Great White Copy Paper - 30% recycled - \$567

The Reporting Tool will automatically calculate the following three figures:

Percentage of office paper spend that meets preferable sustainability criteria:

0.0

Percentage of office paper spend that meets other qualifying sustainability criteria:

41.47609973003018

Points earned for indicator OP 10.4:

0.20738049865015087

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Materials Management

Score

3.25 / 4.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

11.1 Surplus and reuse programs

An institution earns 1 point for this indicator when it has A) a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse, and B) a reuse program through which employees and/or students can donate personal items for redistribution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.2 Single-use disposable plastics program

An institution earns 1 point for this indicator when it A) has or participates in a composting program that accepts compostable alternatives to single-use disposable plastic, B) has or participates in a reusable container program designed to reduce the use of single-use disposable plastic, C) has eliminated the on-site use of at least one form of single-use disposable plastic, and D) has eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs, policies, and practices. Policies and directives adopted by entities of which the institution is part (e.g., government or the university system) may count for this indicator as long as the policies apply to and are followed by the institution.

11.3 Electronic waste management

An institution earns the maximum of 1 point for this indicator when it has or participates in a program designed to collect electronic waste (e-waste) from A) employees and B) students, and C) uses an e-waste recycler that is certified to a qualifying standard. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.4 Hazardous waste management and disclosure

An institution earns 1 point when it A) has a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials and B) publishes information about the types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

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

11.1 Surplus and reuse programs

Does the institution have a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse?:

Yes

Narrative and/or website URL providing an overview of the institution's surplus program:

Skidmore College has a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse. The majority of old office and classroom furniture is recycled to other areas on campus. Anything not recycled to other areas onsite is donated to reuse partners (e.g., Habitat for Humanity) or auctioned off thru our long-standing relationship with Auctions International, where we auction off used vehicles, electronics, trailers, furniture, and sports, facilities and scientific equipment. In 2024, we completed 65 auctions with Auctions International. We also furnished a complete classroom and meeting space with all recycled furniture cast off from other areas on campus.

Does the institution have or participate in a reuse program through which employees and/or students can donate personal items for redistribution?:

Yes

Narrative and/or website URL providing an overview of the institution's reuse program:

<https://www.skidmore.edu/campuslife/includes/exchangeclousetdetailsuntitled.php>

<https://www.skidmore.edu/sustainability/programs/giveandgo.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.1:

1.0

11.2 Single-use disposable plastics program

Does the institution have or participate in a composting program that accepts compostable alternatives to single-use disposable plastic?:

Yes

Narrative and/or website URL providing an overview of the institution's composting program:

Receptacles for industrial compost collection are stationed at both student dining halls. Additional compost collection containers are found within all student residence halls, all department offices, and can be available at events at which food is served. Loving Earth Compost is Skidmore College's current hauler and accepts non-plastic BPI certified products and non-plastic CMA certified products.

<https://www.lovingearthcompost.com/>

Does the institution have or participate in a reusable container program designed to reduce the use of single-use disposable plastic?:

Yes

Narrative and/or website URL providing an overview of the institution's reusable container program:

Within the Spa Dining hall, reusable plates are the standard for every order. However, when to-go orders are requested, Skidmore College has established the ReuseMore to-go program to reduce the consumption of single use containers in The Spa dining hall. The program allows students to take their meals to-go in a reusable container. Students may sign up for ReuseMore for a \$5.00 fee. Once enrolled, students are automatically added to the Frequent Customer Club where after they purchase 9 meals, the 10th one is free up to \$8.49 value. If students choose to take their order to-go without the use of ReuseMore, then a 50 cent charge is applied to their order per plastic container.

Has the institution eliminated the on-site use of at least one form of single-use disposable plastic?:

Yes

Has the institution eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups?:

No

Narrative and/or website URL providing an overview of the institution's single-use disposable plastics program:

We have eliminated plastic straws in all locations and replaced them with plant-based straws.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.2:

0.75

11.3 Electronic waste management

Does the institution have or participate in a program designed to collect electronic waste (e-waste) from employees for recycling and/or preparation for reuse?:

Yes

Does the institution have or participate in a program designed to collect e-waste from students for recycling and/or preparation for reuse? (required):

Yes

Narrative and/or website URL providing an overview of the institution's e-waste collection programs:

All institution and student-owned electronic waste is collected and stored at a primary e-waste collection site outside the campus post office. A certified contractor is hired to transport the material to an off-site location where it is processed and recycled. Skidmore's Facilities Services and Information Technology departments ensure that broken or obsolete electronics are collected in the designated aggregation area. The offices also inform the student body of the College's electronics waste program to ensure students utilize this service.

Used compact discs, printer/toner cartridges, and batteries are also collected at a recycling station outside of the College post office.

<https://www.skidmore.edu/sustainability/initiatives/waste.php>

Does the institution use an e-waste recycler that is certified to a qualifying standard?:

Yes

Standard to which the institution's e-waste recycler is certified:

Skidmore College uses EWASTE+ for e-waste recycling which holds R2/RIOS and NAID e-waste recycling certifications. <https://ewaste.com/about-us/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.3:

1.0

11.4 Hazardous waste management and disclosure

Does the institution have a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials?:

Yes

Narrative and/or website URL providing an overview of the institution's hazardous waste management program or protocol:

https://www.skidmore.edu/safety_committee/includes/HazWasteMngtPolicy2.14.pdf

Skidmore has published a Hazardous Waste Management Policy that meets federal, state, and local regulations and covers topics including waste identification and characterizations, guidelines and requirements for hazardous waste accumulation areas, and waste minimization policies.

Skidmore's Environmental Health and Safety Office has made many efforts to reduce the amount of hazardous, special, universal, and non-regulated chemical waste generated on campus. The College has limited the amount of material ordered to campus by employing a comprehensive chemical inventorying program, helping to minimize unnecessary chemical purchases. A chemical substitution program was also established to minimize hazardous waste generation.

All universal waste, including fluorescent bulbs, HID lamps, batteries, and electronics are segregated and transported to facilities for proper processing and recycling.

Does the institution publish information about the specific types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse?:

No

Online resource that provides information about the specific types of hazardous waste managed by the institution:

Document that provides information about the specific types of hazardous waste managed by the institution:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.4:

0.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Waste Generation and Recovery

Score

2.64 / 5.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

12.1 Non-hazardous waste generated per person

An institution earns 1 point when its annual amount of non-hazardous waste generated per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may track waste over a full one-year time period (calendar or fiscal year), report average annual waste over a two or three year period, or estimate annual waste based on a representative sample.

Include all municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials generated by the institution. Construction, demolition, hazardous, universal, special (e.g., coal ash), medical, and non-regulated chemical waste should be excluded to the extent feasible.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

An institution may account for reuse at the point an item is diverted from disposal (e.g., to a surplus/repair facility) or at the point an item is reallocated, donated, or resold to a new user, as long as the methodology is used consistently.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

12.2 Non-hazardous waste generated per square meter

An institution earns 1 point when its annual amount of non-hazardous waste generated per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report gross floor area from the same time period as that from which the waste data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

12.3 Percentage of non-hazardous waste diverted from disposal

An institution earns 2 points by diverting 90 percent or more of non-hazardous waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicator 12.1.

12.4 Percentage of construction and demolition waste diverted from disposal

An institution earns 1 point by diverting 90 percent or more of construction and demolition (C&D) waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual C&D waste data available from within the previous three years. An institution may track C&D waste over a full one-year time period (calendar or fiscal year), report average annual C&D waste over a two or three year period, or estimate annual C&D waste based on a representative sample.

Include all debris generated during the construction, renovation, and demolition of buildings, roads, and bridges, e.g., concrete, wood, metals, glass, and salvaged building components. Soil and organic debris from excavating or clearing sites are excluded.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

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

12.1 Non-hazardous waste generated per person

Performance year for non-hazardous waste:

2024

Peer group:

Baccalaureate colleges and boarding schools

Non-hazardous waste recycled:

194.9545466

Non-hazardous waste composted:

100.43146409999999

Non-hazardous waste prepared for reuse:

20.0

Non-hazardous waste disposed of to a landfill or incinerator:

458.57198309999995

Estimated percentage of non-hazardous waste disposed of to a landfill or incinerator that is disposed of to a waste-to-energy (WTE) facility:

0.0

Full-time equivalent student enrollment:

2,751.0

Full-time equivalent of employees:

972.0

The Reporting Tool will automatically calculate the following five figures:

Total non-hazardous waste diverted from disposal:

315.38191409999996

Annual non-hazardous waste generated:

773.9538971999999

Full-time equivalent students and employees:

3,723.0

Annual non-hazardous waste generated per person:

415.7689482675261

Points earned for indicator OP 12.1:

0.7246748581900134

12.2 Non-hazardous waste generated per square meter

Gross floor area of building space:

1,896,407.265087894

The Reporting Tool will automatically calculate the following two figures:

Annual non-hazardous waste generated per unit of floor area:

0.3702367685688663

Points earned for indicator OP 12.2:

0.811480287430044

12.3 Percentage of non-hazardous waste diverted from disposal

The Reporting Tool will automatically calculate the following two figures:

Percentage of non-hazardous waste diverted from disposal:

40.74944453939497

Points earned for indicator OP 12.3:

0.9046376687745685

12.4 Percentage of construction and demolition waste diverted from disposal

Has the institution conducted one or more major construction, renovation, and/or demolition projects within the previous three years?:

Yes

Does the institution have sufficient data on construction and demolition waste to pursue this indicator?:

Yes

Performance year for construction and demolition waste:

2024

Construction and demolition waste recycled:

42.9459976

Construction and demolition waste prepared for reuse:

0.0

Construction and demolition waste disposed of to a landfill or incinerator:

200.7526972

The Reporting Tool will automatically calculate the following four figures:

Total construction and demolition waste diverted from disposal:

42.9459976

Annual construction and demolition waste generated:

243.6986948

Percentage of construction and demolition waste diverted from disposal:

17.622580061516192

Points earned for indicator OP 12.4:

0.19561063868282977

Optional documentation

Notes about the information provided for this credit:

The only major project occurring in 2024 was the McCaffrey-Wagman Tennis and Wellness Center new construction project. This was a LEED BD&C build and all waste was tracked. The 39 metric tons diverted includes metal, wood, and paper/cardboard products.

For 12.1 and 12.2, non-hazardous waste generated, FTE students, FTE employees, and gross floor area data is from fiscal year 2024 (most recent full year available), whereas PRE 3: Institutional Characteristics data is from fiscal year 2025 (most current).

Additional documentation for this credit:

Transportation

Points Earned 0.32

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems through fleet management, infrastructure investment, and behavior change. 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 oppressive governments.

At the same time, an institution can reap benefits from modeling sustainable transportation systems. Active modes such as cycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help a campus better manage stormwater. An institution may also realize cost savings by reducing its dependence on combustion-driven transport and support its local community by helping facilitate a shift away from single-occupancy vehicles.

Credit	Points
Vehicle Fleet	0.32 / 2.00
Commute Modal Split	0.00 / 6.00
Air Travel	0.00 / 2.00

Vehicle Fleet

Score

0.32 / 2.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

13.1 Percentage of fleet vehicles that are electric vehicles

An institution earns 2 points when all of the cars, vans, trucks, and buses in its fleet are electric vehicles, i.e., zero emission vehicles (ZEVs) and/or plug-in hybrid electric vehicles (PHEVs). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recently available data from within the previous three years.

Include all motorized light, medium, and heavy-duty cars, vans, trucks, and buses (including, for example, delivery trucks, step and panel vans, refuse trucks, coaches and school buses, tractor-trailer tractors, and utility vehicles) that are owned or leased by the institution. Vehicles designed for off-road use (e.g., forklifts, mowers, tractors, and agricultural equipment) and highly specialized vehicles for which no zero-emission alternatives are readily available may be excluded.

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

13.1 Percentage of fleet vehicles that are electric vehicles

Total number of cars, vans, trucks, and buses in the institution's fleet:

74.0

Number of cars, vans, trucks, and buses in the institution's fleet that are zero emission vehicles (ZEVs):

12.0

Number of cars, vans, trucks, and buses in the institution's fleet that are plug-in hybrid electric vehicles (PHEVs):

0.0

The Reporting Tool will automatically calculate the following two figures:

Percentage of fleet vehicles that are electric vehicles:

16.216216216216218

Points earned for indicator OP 13.1:

0.32432432432434

Optional documentation**Notes about the information provided for this credit:**

Skidmore has 12 electric golf carts used as utility vehicles by various departments (maintenance, media services, and alumni affairs).

Additional documentation for this credit:

Commute Modal Split

Score

0.00 / 6.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

14.1 Percentage of students and employees using more sustainable commuting options

An institution earns 6 points when all of its students and employees use more sustainable commuting options (i.e., alternatives to single-occupancy cars, vans, and trucks). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. Representative samples may be used to gather data about commuting behavior.

Report population figures from the same time period as that from which commuting data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Report either the percentage of trips for which students and employees use more sustainable options or the percentage of students and employees that use more sustainable commuting options (or a combination of these options) as their primary means of transportation. Students who live on campus should be included on the basis of how they travel to and from their classes. Employees who live on campus should be included on the basis of how they travel to and from their workplaces.

An institution that tracks commuting behavior for academic staff and non-academic staff separately (e.g., for purposes of greenhouse gas accounting) should combine those figures in a way that reflects the proportional representation of each population. For example, if 60 percent of academic staff (who comprise 40 percent of all employees) use more sustainable options and 40 percent of non-academic staff (who comprise 60 percent of all employees) use more sustainable options, the percentage of employees using more sustainable options would be 48: $(0.6 \times 40) + (0.4 \times 60)$.

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

Air Travel

Score	Responsible Party
0.00 / 2.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

15.1. Air travel reduction and mitigation

An institution earns 2 points when it meets at least two of the following three criteria:

- A. Institution provides incentives designed to encourage employees to reduce their air travel.
- B. Institution has adopted restrictive measures designed to reduce the greenhouse gas (GHG) emissions associated with its directly financed air travel.
- C. Institution has a program designed to mitigate the GHG emissions associated with its directly financed air travel.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current policies and practices and the most recent annual data available from within the previous three years.

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

15.1. Air travel reduction and mitigation

Does the institution provide incentives designed to encourage employees to reduce their air travel?:

No

Narrative and/or website URL providing an overview of the institution's incentives designed to encourage employees to reduce their air travel:

Has the institution adopted restrictive measures designed to reduce the GHG emissions associated with its directly financed air travel?:

No

Narrative and/or website URL providing an overview of the institution's restrictive measures designed to reduce its air travel emissions:

Does the institution have a program designed to mitigate the GHG emissions associated with its directly financed air travel?:

No

Narrative and/or website URL providing an overview of the institution's air travel mitigation program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 15.1:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Planning & Administration

Coordination & Planning

Points Earned 8.00

Points Available 11.00

This impact area seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance. Sustainability committees, offices, and staff positions help an institution organize, implement, and publicize its sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability commitments and planning afford an institution the opportunity to clarify its vision of a sustainable future, establish priorities, and help guide budgeting and decision making. Establishing measurable objectives and ensuring that stakeholders have a meaningful voice in governance are important steps in making sustainability an institutional priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Commitments and Planning	5.00 / 6.00
Institutional Governance	2.00 / 4.00

Sustainability Coordination

Score

1.00 / 1.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

1.1 Coordinating committee, officer, or office for sustainability

An institution earns 1 point when it has a sustainability committee, officer, and/or office charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution. Partial points are available. An institution that does not have a formal mechanism for sustainability coordination across the entire institution, but has one or more sustainability committees, officers, and/or offices (e.g., focused on a portion of the campus or one aspect of sustainability such as renewable energy or sustainability education) earns 0.5 points.

Measurement

Report on the current status of the institution's programs, initiatives, and staff positions.

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

1.1 Coordinating committee, officer, or office for sustainability

Does the institution have one or more sustainability committees?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability committees:

The Campus Sustainability Subcommittee (CSS) is one of the standing subcommittees of the Institutional Policy and Planning Committee (IPPC). As a part of Skidmore's shared governance model, the committee has representation from staff, faculty and students. The function of the Campus Sustainability Subcommittee is to research, review, recommend, and help support the implementation of sustainability policies and procedures in such areas as waste and recycling, academics, transportation, green building, food systems, climate and energy, landscape and ecosystem management, community, diversity and equity, and communication and assessment. This includes assisting in the coordination of sustainability strategic planning and its assessment and updates. The subcommittee may create working groups to assist with this process. Secondly, the CSS coordinates strategic event planning and collaborative efforts between departments around these topics. CSS's major recent accomplishments include revisions to the Sustainable Construction and Renovation Policy, leadership of a community input process as related to environmental sustainability in the strategic plan, and oversight of institutional assessment and reporting.

<https://www.skidmore.edu/sustainability/css/index.php>

Does the institution have one or more sustainability officers?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability officers:

Skidmore has three sustainability officers (two full-time staff and one faculty member with responsibility for advancing sustainability in academic affairs). The three positions are: 1) Director of Sustainability Programs and Assessment (lead on strategic planning, assessment, and the development and implementation of major projects, plans, and programs), 2) Sustainability Coordinator (lead on student programs, engagement, and events), and 3) Faculty Director of Sustainability (lead on sustainability in the curriculum).

<https://www.skidmore.edu/sustainability/about-us/index.php>

Does the institution have a sustainability office that includes more than one full-time equivalent employee?:

Yes

Description of each sustainability office:

With two full-time equivalent staff, the Skidmore Sustainability Office serves as a hub for campus sustainability. Each semester, the Office hires and manages 15-20 students in paid positions to run several campus sustainability programs, such as the Community Garden, the North Woods (stewardship of the 150 acres of forest on Skidmore property), and Skidmore Compost (a backyard compost program for the apartments). Sustainability interns research topics like sustainable food procurement and assist with the College's GHG inventory, as well as organizing and hosting student engagement initiatives. The Sustainability Office collaborates with people and departments across the College to enhance and promote sustainability efforts. We continuously seek opportunities to

develop new sustainability initiatives and programs to minimize our environmental impact and have a positive impact on our community.

<https://www.skidmore.edu/sustainability/>

Full-time equivalent of people employed in the sustainability offices:

2.0

Is at least one of the institution's sustainability committees, officers, or offices charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution?:

Yes

Narrative outlining the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

In the past three years, the Campus Sustainability Subcommittee has reviewed and provided input on the LEED credits for the McCafferey-Wagman Tennis and Wellness Center new construction project, revised the Sustainable Construction and Renovation Policy, and overseen institutional assessment and reporting to inform sustainability decision-making. CSS has also provided recommendations for the College's 2025-2030 Strategic Plan and supported the STARS reporting effort. The Director of Sustainability chairs the Campus Sustainability Subcommittee and fosters sustainability partnerships and programs across campus. Recent projects spearheaded by the Director of Sustainability in partnership with various offices include the development of a Sustainable Landscape Management Plan, completion of a campus tree inventory, and establishment of an energy monitoring platform (with installation of building-level metering).

<https://www.skidmore.edu/sustainability/css/index.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 1.1:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Job descriptions

Text of the job description for the institution's sustainability officer (1st position):

Copy of the job description for the institution's sustainability officer (1st position):

Text of the job description for the institution's sustainability officer (2nd position):

Copy of the job description for the institution's sustainability officer (2nd position):

Text of the job description for the institution's sustainability officer (3rd position):

Copy of the job description for the institution's sustainability officer (3rd position):

Commitments and Planning

Score	Responsible Party
5.00 / 6.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

2.1 Public sustainability commitment

An institution earns 2 points when it has made a public commitment to sustainability, as evidenced by a published statement, policy, or plan that outlines the institution's guiding vision or goals for sustainability and/or its status as a signatory to one or more external sustainability commitments that include a reporting requirement.

Measurement

Report on the institution's current plans and commitments. External commitments that do not include ongoing reporting requirements do not qualify.

2.2 Measurable sustainability objectives

An institution earns 3 points when it has adopted one or more measurable sustainability objectives that address A) teaching, learning, and research, B) stakeholder engagement, C) campus operations, D) racial equity and social justice, and E) administration and finance, as evidenced by their inclusion in a published plan and the identification of an accountable staff position or unit for each objective. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the institution's active plans, e.g., the institution's current strategic plan, campus master plan, sustainability plan, and/or climate action plan.

2.3 Climate resilience assessment and planning

An institution earns 1 point when it A) has conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community, B) participates in an ongoing campus-community task force or committee that is focused on climate resilience, and C) has incorporated climate resilience strategies and/or goals into one or more of its published plans. Partial points are available as outlined in the Technical Manual.

Measurement

Report on active plans and assessments completed or updated within the previous five years.

A campus-community task force or committee may be hosted by the institution, by an entity in the community, or jointly as long as both institutional and community representatives participate.

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

2.1 Public sustainability commitment

Has the institution made a public commitment to sustainability, as evidenced by an external commitment or a published plan?:

Yes

Narrative detailing the institution's guiding vision or goals for sustainability and the plan(s) in which they are published:

Skidmore's 2015-2025 Campus Sustainability Plan: https://www.skidmore.edu/sustainability/_documents/CampusSustainabilityPlan.pdf

Energy

1. 60% of our electricity from renewable energy by 2025.
2. 60% of our heating and cooling from renewable energy by 2025.
3. 75% reduction in scope 1 and 2 greenhouse gas emissions by 2025
4. 60% reduction in energy use for heating and cooling per student and square foot by 2025
5. Maintain electricity use per student and square foot

Food

1. 25% sustainable food in dining services by 2025

Waste

1. 60% diversion rate in routine operations by 2025
2. 50% diversion rate for special projects by 2025

Lands and Grounds

1. Create a comprehensive lands management plan for our lands and grounds

Engagement

1. Make sustainability an essential feature of Skidmore's identity and a value that is integrated into all aspects of the College

Additional key plans that include a vision and guidance for sustainability on campus include:

[Campus Master Plan](#)

[Sustainable Landscape Plan](#)

Narrative and/or website URL outlining the institution's external sustainability commitments that include a reporting requirement:

Skidmore College is an EPA Green Power Partner. This partnership aims to accomplish the following goals:

- Advance the American market for [green power](#).
- Encourage the development of new U.S.-based renewable electricity sources.
- Reduce air emissions and pollution.
- Recognize leadership and impact in green power use.
- Support basic market principles and practices that serve all U.S. electricity consumers.

Partnership requirements: https://www.epa.gov/sites/default/files/2016-01/documents/gpp_partnership_reqs.pdf

Partner profile viewer: <https://www.epa.gov/greenpower/meet-our-partners>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.1:

2.0

2.2 Measurable sustainability objectives

Has the institution adopted one or more measurable sustainability objectives that address teaching, learning, and research?:

Yes

Narrative listing the institution's measurable sustainability objectives that address teaching, learning, and research:

As stated in the Campus Sustainability Plan, we aim to increase course offerings that incorporate sustainability. The following goals regarding teaching, learning, and research were outlined:

- design and implement creative communication materials for the College's sustainability projects and initiatives;
- improve communication efforts that highlight our campus sustainability initiatives by developing informative campus signage;
- complete annual progress reports that track progress toward the College's sustainability goals;
- increase Skidmore's presence in local, regional, and national publications;
- develop an online campus sustainability map that illustrates the sustainability initiatives and programs across campus;
- conduct campus sustainability surveys to identify sustainability literacy among our community members; and
- conduct sustainability surveys within the greater community to identify the perception of Skidmore and its relationship to sustainability.

The Campus Sustainability Plan was published in 2015 and can be found here: https://www.skidmore.edu/sustainability/_documents/CampusSustainabilityPlan.pdf. It has not been updated since, but reports are completed annually.

The Director of Sustainability Programs and Assessment and Faculty Director of Sustainability are the staff positions accountable for this objective.

Has the institution adopted one or more measurable sustainability objectives that address stakeholder engagement?:

Yes

Narrative listing the institution's measurable sustainability objectives that address stakeholder engagement:

2015-2025 Campus Sustainability Plan Goal: To make sustainability an essential feature of Skidmore's identity and a value that is integrated into all aspects of the College.

Stakeholder engagement objectives identified in the plan:

- Create formal and informal positions to allow students to participate in the ongoing process to improve Sustainable Food sourcing in Skidmore Dining Services
- Design and implement creative communication materials for the Colleges' sustainability projects and initiatives
- Improve communication efforts that highlight our campus sustainability initiatives by developing informative campus signage

- Develop an online campus sustainability map that illustrates the sustainability initiatives and programs across campus
- Conduct campus sustainability and awareness surveys to identify sustainability literacy and perceptions among our community members

Has the institution adopted one or more measurable sustainability objectives that address campus operations?:

Yes

Narrative listing the institution’s measurable sustainability objectives that address campus operations:

The following outlines the 2025 goals for Skidmore College's Campus Sustainability Plan. The plan was developed in 2015 with annual reporting, the most recent being from 2023.

Campus Sustainability Plan

Energy

1. 60% of our electricity from renewable energy by 2025.
2. 60% of our heating and cooling from renewable energy by 2025.
3. 75% reduction in scope 1 and 2 greenhouse gas emissions by 2025
4. 60% reduction in energy use for heating and cooling per student and square foot by 2025
5. Maintain electricity use per student and square foot

Food

1. 25% sustainable food in dining services by 2025

Waste

1. 60% diversion rate in routine operations by 2025
2. 50% diversion rate for special projects by 2025

Lands and Grounds

1. Create a comprehensive lands management plan for our lands and grounds

The Sustainability Office in collaboration with Facilities Services is accountable for the tracking and management of these objectives.

The Campus Sustainability Plan can be found here: https://www.skidmore.edu/sustainability/_documents/CampusSustainabilityPlan.pdf

Has the institution adopted one or more measurable sustainability objectives that address racial equity and social justice?:

Yes

Narrative listing the institution’s measurable sustainability objectives that address racial equity and social justice:

Racial equity and social justice related goals were laid out in Skidmore's 2015-2025 Strategic Plan as a part of Goal II: Access. Specific objectives:

Strengthen financial aid and outreach programs that enable the broadest range of students from across the country and around the world to attend Skidmore.

- Increase endowment support for financial aid budget by \$2 million through successful completion of the Creating Our Future campaign [requires increasing endowment by \$40 million].
- Explore an alternative admissions pathway that foregrounds creativity, and evaluate other admissions practices (e.g., use of standardized tests) that may serve to limit applicant pools.
- Develop Creativity Scholarship Program of need-based aid targeting highly creative students interested in all areas of the curriculum [requires increasing endowment by \$10 million to support \$125,000 of new awards to each class].
- Develop ways to recruit in new secondary schools in targeted areas (e.g., southern cities with substantial populations of professionals originally from other parts of the country).

- Explore ways to expand participation by all entering students in pre-orientation programs. [Additional funding required in annual budget: approximately \$220,000.]

Strengthen programs that enhance access to academic opportunities for all students.

- Expand the Summer Educational Experiences—Beyond the Campus (SEE-Beyond), SSFIAP (Skidmore Summer Funded Internship Award Program), and collaborative research programs—to ensure that all students engage in at least one such experience prior to graduation. Establish fundraising goals to support these initiatives [requires increasing endowment by \$50 million].
- Increase our commitment to open educational resources (OER) in order to ensure that Skidmore students have access to sources without needing to pay out of pocket.

The Committee on Intercultural and Global Understanding, Wyckoff Center, and various staff diversity positions take the lead on racial equity and social justice goals, while collaborating with campus partners widely.

Strategic Planning Goal II: Access: <https://www.skidmore.edu/planning/2025/goal2/index.php>

Has the institution adopted one or more measurable sustainability objectives that address administration and finance?:

Yes

Narrative listing the institution’s measurable sustainability objectives that address administration and finance:

Measurable sustainability objectives that address administration and finance were laid out in Skidmore's 2015-2025 Strategic Plan as a part of Goal IV: Sustainability.

From the Strategic Plan:

To Continue to Build a Sustainable Institutional Foundation for Excellence: Deploying the concept of sustainability, broadly understood, as an organizing principle, we will invest our time, energy, and funding in initiatives to ensure the College’s long-term viability and success. The success of all of the initiatives outlined above, along with our capacity to compete effectively for students and resources in an increasingly competitive “market,” will depend in large part upon our capacity to increase and steward our resources wisely, creatively, and effectively. In particular, there are four categories of resources that we must consider: financial, human, natural, and marketing.

Specific objectives:

- Through effective portfolio management and fundraising, increase College endowment to at least \$500 million by 2025.
- Develop and implement a long-term cost-containment program tied to projections of key budget parameters (e.g., net F.T.E. of student body, comprehensive fee, net tuition revenue, compensation, financial aid discount rate, etc.). Seek to identify 3-5% of our resources annually through reallocation, cost-containment, cost-reduction, and new sources of revenue.
- Complete the current comprehensive fundraising campaign, Creating Our Future: The Campaign for Skidmore.
- Explore the desirability and the feasibility of decreasing our reliance on short-term and part-time non-tenure-track faculty by 10% (not included in this initiative are artists-in-residence, writers-in-residence, teaching professors, and other long-term non-tenure-line positions).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.2:

3.0

2.3 Climate resilience assessment and planning

Has the institution conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community?:

No

Narrative and/or website URL providing an overview of the institution's climate resilience assessment:

Does the institution participate in an ongoing campus-community task force or committee that is focused on climate resilience?:

No

Narrative and/or website URL providing an overview of the campus-community task force or committee focused on climate resilience:

Has the institution incorporated climate resilience strategies and/or goals into one or more of its published plans?:

No

Narrative listing the institution's climate resilience strategies and goals and the plan(s) in which they are published:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Institutional Governance

Score

2.00 / 4.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

3.1 Student participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which students can democratically participate in the governance of the institution.
- B. One or more student representatives are included as members of the institution's highest decision-making body.
- C. At least one student representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.2 Academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution.
- B. One or more academic staff representatives are included as members of the institution's highest decision-making body.
- C. At least one academic staff representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.3 Non-academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution.
- B. One or more staff members representing non-managerial workers are included as members of the institution's highest decision-making body.
- C. At least one staff member representing non-managerial workers has voting rights on the institution's highest governing body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.4 Community participation in governance

An institution earns 1 point when it meets both of the criteria listed below:

- A. Institution has one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance.
- B. Institution has used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

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

3.1 Student participation in governance

Does the institution have one or more ongoing bodies through which students can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which students can democratically participate in the governance of the institution:

Student Government Association: <https://www.skidmore.edu/sga/index.php>

Institutional Policy and Planning Committee: <https://www.skidmore.edu/ippc/index.php>

Campus Sustainability Subcommittee: <https://www.skidmore.edu/sustainability/css/index.php>

Are one or more student representatives included as members of the institution's highest decision-making body?:

No

Narrative and/or website URL outlining student representation on the institution's highest decision-making body:

Does at least one student representative have voting rights on the highest decision-making body?:

No

Description of other mechanisms used to consult students on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.1:

0.5

3.2 Academic staff participation in governance

Does the institution have one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which academic staff can democratically participate in the governance of the institution:

Skidmore Faculty Executive Committee: <https://www.skidmore.edu/committees/fec/index.php>

Institutional Policy and Planning Committee: <https://www.skidmore.edu/ippc/index.php>

Are one or more academic staff representatives included as members of the institution's highest decision-making body?:

No

Narrative and/or website URL outlining academic staff representation on the institution's highest decision-making body:

Does at least one academic staff representative have voting rights on the institution's highest decision-making body?:

No

Description of other mechanisms used to consult academic staff on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.2:

0.5

3.3 Non-academic staff participation in governance

Does the institution have one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which non-academic staff can democratically participate in the governance of the institution:

Institutional Policy and Planning Committee: <https://www.skidmore.edu/ippc/index.php>

Are one or more staff members representing non-managerial workers included as members of the institution's highest decision-making body?:

No

Narrative and/or website URL outlining non-academic staff representation on the institution's highest decision-making body:

Does at least one staff member representing non-managerial workers have voting rights on the institution's highest decision-making body?:

No

Description of other mechanisms used to consult non-academic staff on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.3:

0.5

3.4 Community participation in governance

Does the institution have one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance?:

No

Narrative and/or website URL outlining the ongoing bodies through which local community-based organizations can democratically participate in the governance of the institution:

Has the institution used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies?:

Yes

Narrative and/or website URL outlining the ad hoc mechanisms used during the previous three years to consult local community members on institutional decisions, plans, or policies:

Skidmore College consistently reaches out to neighbors, members of the public, and the City (especially through participation and engagement with the City of Saratoga Springs Infrastructure Task Force) to provide information and seek input on major projects. Examples of this include the recent improvements to the front entrance, as a priority of our Campus Master Plan process. The project included new signage, safe crosswalks, lighting and sidewalks, stormwater infrastructure, and the installation of over 50 street trees. Skidmore held a zoom neighbors meeting to seek input from local community members, as well as working directly with the Department of Public Works throughout the project to ensure the improvements met the needs of the community and City. The project was guided by planning principles of belonging, humility, and stewardship. Other projects that have consulted community members and sought input through direct outreach and public meetings, include the McCafferey-Wagman Tennis and Wellness Center build and the installation of the new baseball field.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.4:

0.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment

Points Earned 1.03

Points Available 7.00

This impact area seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Credit	Points
Sustainable Investment Program	0.00 / 4.00
Investment Holdings	1.03 / 3.00

Sustainable Investment Program

Score

0.00 / 4.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

4.1 Sustainable investment policy or committee

An institution earns 2 points when it has formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions, as evidenced by a published policy or directive and/or a committee on investor responsibility (CIR).

Measurement

Report on current sustainable investment policies and directives and/or currently active committees.

4.2 Negative screening and divestment

An institution earns 1 point when it employs negative screening and/or targeted divestment in support of sustainability, as evidenced by a published policy or directive or a public commitment.

Measurement

Report on current policies and directives and/or public commitments made by the institution.

4.3 Investor engagement

An institution earns 1 point when it A) has engaged in proxy voting in support of sustainability during the previous three years, B) has filed one or more shareholder resolutions or signed on to one or more investor statements in support of sustainability during the previous three years, and C) is an active participant in one or more sustainability or ESG-focused investor networks. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on activities from within the previous three years.

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

4.1 Sustainable investment policy or committee

Has the institution formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions?:

No

Narrative and/or website URL providing an overview of how the institution has incorporated ESG factors and/or climate risk as material issues to be considered when making investment decisions:

Although we are unable to assert that these factors are material to our long-term investment objectives and decisions, the Investment Committee of the Board of Trustees meets 5 to 7 times per year and there has been regular discussion of ESG principles for current and prospective managers. Additionally, Skidmore College has made several multi-million dollar investments in green and sustainable investment managers.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.1:

0.0

4.2 Negative screening and divestment

Does the institution employ negative screening and/or targeted divestment in support of sustainability?:

No

Narrative and/or website URL providing evidence of the institution's use of negative screening and/or targeted divestment in support of sustainability:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.2:

0.0

4.3 Investor engagement

Has the institution engaged in proxy voting in support of sustainability during the previous three years, either directly or through an investment manager?:

No

Narrative and/or website URL providing an overview of the institution's proxy voting in support of sustainability:

Has the institution filed a shareholder resolution or signed on to an investor statement in support of sustainability during the previous three years, either directly or through an investment manager?:

No

Narrative and/or website URL providing an overview of the shareholder resolutions or investor statements in support of sustainability:

Is the institution an active participant in one or more sustainability or ESG-focused investor networks?:

No

Narrative and/or website URL providing an overview of the institution's participation in sustainability or ESG-focused investor networks:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment Holdings

Score

1.03 / 3.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

5.1 Investment holdings disclosure

An institution earns the maximum points available for this indicator when it A) has published a snapshot of the holdings in its investment pool within the previous three years that B) details the amount or percentage allocated to specific funds, companies, and institutions, and C) is inclusive of the combined activities of the institution and all other entities that manage investments on its behalf such as a contracted management company, university system, and/or foundation. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent snapshot available from within the previous three years.

To qualify, the snapshot must include, at minimum, the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution's behalf by other entities. Pensions and other restricted assets may be excluded.

5.2 Percentage of the investment pool allocated to positive sustainability investments

An institution earns the maximum points available for this indicator when 100 percent of its investment pool is allocated to A) funds that are explicitly focused on sustainability or environmental, social, and governance (ESG), B) sustainability-focused industries or sectors, C) businesses selected for exemplary sustainability performance using positive screens, D) community development financial institutions (CDFIs), E) place-based investments that target positive social and environmental impacts in economically divested areas, and/or F) green revolving funds seeded from the investment pool. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the published snapshot provided in indicator 5.1.

To claim points for a positive sustainability investment, the total pool of assets from which those funds are distributed must be included in the investment pool. For example, to earn points for long-term reserves held in a community development credit union, all of the institution's long-term reserves must be included in the investment pool.

An allocation may not be counted in more than one category, e.g., funds invested in a Certified B Corporation that operates in the renewable energy sector may be reported as funds allocated to businesses selected for exemplary sustainability performance or funds allocated to sustainability-focused industries or sectors, but not both.

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

5.1 Investment holdings disclosure

Is the total value of the institution's investment pool \$1 billion USD or more?:

No

Has the institution published a snapshot of the holdings in its investment pool within the previous three years?:

Yes

Copy of the investment snapshot:

[Skidmore_College_Short_Form_5.31.24_-_FINAL.pdf](#)

Online location where the investment snapshot may be found:

Performance year for investment:

2024

Does the snapshot detail the amount or percentage allocated to specific funds, companies, and institutions?:

No

Is the snapshot inclusive of the combined activities of the institution and other entities that manage investments on its behalf, such as a contracted management company, university system, and/or foundation?:

Yes

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 5.1:

0.6666666666666666

5.2 Percentage of the investment pool allocated to positive sustainability investments

Local currency code:

USD

Value of the investment pool:

597,000,000.0

Amount allocated to funds that are explicitly focused on sustainability or environmental, social, and governance (ESG):

66,000,000.0

Amount allocated to sustainability-focused industries or sectors:

18,000,000.0

Amount allocated to businesses selected for exemplary sustainability performance using positive screens:

25,000,000.0

Amount allocated to community development financial institutions (CDFIs):

0.0

Amount allocated to place-based investments that target positive social and environmental impacts in economically divested areas:

0.0

Amount allocated to green revolving funds seeded from the investment pool:

0.0

Narrative and/or website URL providing an overview of the institution's positive sustainability investments:

These investments include funds that are dedicated to generating long-term performance by investing in sustainable companies that provide goods and services consistent with a low-carbon, prosperous, equitable, healthy and safe society. They fully integrate sustainability analysis into their decision-making and are focused on long-term performance.

The Reporting Tool will automatically calculate the following three figures:

Total positive sustainability investments:

109,000,000.0

Percentage of the investment pool allocated to positive sustainability investments:

18.257956448911223

Points earned for indicator PA 5.2:

0.36515912897822445

Optional documentation

Notes about the information provided for this credit:

A snapshot of Skidmore's investments is presented in our Audited Financial Statements (Years ended May 31, 2024 and 2023). Detailed investment disclosures start on page 14.

Additional documentation for this credit:

Social Equity

Points Earned 10.00

Points Available 14.00

This impact area seeks to recognize institutions that are working to advance diversity, equity, and inclusion among their students and employees. A safe and supportive campus climate and a student body and staff that are representative of the communities served by an institution provide a richer and more inclusive environment for learning and collaboration.

In a broader context, Indigenous, racialized, ethnic minority, and economically divested communities are underrepresented in higher education settings and, at the same time, suffer disproportionate exposure to environmental burdens, the social costs of resource extraction and production, and the impacts of global climate change. These injustices are due to systems of privilege, inequality, discrimination, and racism, resulting in uneven and inequitable access to education and other resources and in societies that are segregated into more vulnerable and less vulnerable communities.

To achieve environmental and social justice, a society and its institutions must promote equity in a way that makes higher education accessible to all, improves the lived reality of marginalized groups, and dismantles the structures that have institutionalized the privilege enjoyed by its dominant groups. The historical legacy and persistence of these structures makes a proactive approach to promoting diversity, equity, inclusion, and justice a fundamental prerequisite for creating a sustainable society.

Credit	Points
Institutional Climate	2.75 / 3.00
Racial and Ethnic Diversity	1.08 / 3.00
Gender Parity	2.00 / 2.00
Affordability and Access	1.50 / 3.00
Student Success	2.67 / 3.00

Institutional Climate

Score

2.75 / 3.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

6.1 Support for students from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) students with disabilities, B) students that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ students, D) low-income and/or first-generation students, E) refugees, asylum seekers, internally displaced, and/or undocumented students, and F) students from one or more additional underrepresented groups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include targeted grants, scholarships, and awards; mentorship programs; affinity groups and peer support networks; targeted academic support programs; and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all students) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.2 Support for employees from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) employees with disabilities, B) employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ employees, and D) employees from one or more additional underrepresented groups. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include mentorship programs, affinity groups and peer support networks, and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all employees) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.3 Institutional climate assessment

An institution earns 1 point for A) having conducted an institutional climate assessment within the previous three years and B) publishing the results of its institutional climate assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized.

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

6.1 Support for students from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students with disabilities?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students with disabilities:

This is an area where we are continuing to grow. Skidmore is home to AccessMore, a student-led organization dedicated to accessibility and disability advocacy. In addition, the college has an administrative office within Student Affairs that focuses on Disability and Accessibility Services (<https://www.skidmore.edu/accessibility/index.php>), providing support and resources to ensure an inclusive campus environment. Furthermore, Skidmore accommodates services for students who require additional support in their academics, providing resources through our Writing Center (<https://www.skidmore.edu/writingcenter/index.php>), Peer Academic Coaching mentors (https://www.skidmore.edu/academic_services/pac/index.php), peer tutoring services (<https://www.skidmore.edu/peer-tutoring/index.php>), and our world language laboratory (<https://www.skidmore.edu/wll/resource-center.php>).

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

Skidmore College offers approximately 14 student clubs dedicated to exploring identity and culture. The Office of Student Diversity and Inclusion (<https://www.skidmore.edu/osdp/index.php>), part of the Division of Student Affairs, is committed to providing support, resources, programming, leadership development opportunities, and advocacy for students, all through the lens of equity and social justice. Our Residential Life area offers Special Interest housing, including a multicultural floor option: <https://www.skidmore.edu/reslife/specialinterest-communities.php>. Skidmore also regularly hosts diversity, equity, and inclusion (DEI) programs and events in the pan-institutional Wyckoff Center (<https://www.skidmore.edu/diversity/wyckoff/index.php>), a space dedicated to fostering dialogue and community. Additionally, the college offers academic departments and programs focused on racial identity, including Black Studies (<https://www.skidmore.edu/black-studies/index.php>), Intergroup Relations (<https://www.skidmore.edu/igr/index.php>), Latin American, Caribbean, Latinx Studies (https://www.skidmore.edu/latin_american/index.php), and Asian Studies (<https://www.skidmore.edu/asianstudies/index.php>).

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for LGBTQ+ students:

Skidmore supports its LGBTQ+ community through a range of initiatives and resources. The Student Pride Alliance, guided by a dedicated staff and faculty advisor, leads efforts to foster inclusivity and advocacy on campus. Broader LGBTQ+ student support and programming are provided by the Office of Student Diversity and Inclusion (<https://www.skidmore.edu/osdp/lgbtq/index.php>) and the Wyckoff

Center (<https://www.skidmore.edu/diversity/wyckoff/index.php>). Our Residential Life area offers Special Interest housing, including an LGBTQ+ floor option: <https://www.skidmore.edu/reslife/specialinterest-communities.php>. Academically, the Gender Studies Department (<https://www.skidmore.edu/genderstudies/index.php>) offers courses exploring sexual orientation and gender identity. In recent years, Skidmore has expanded the availability of all-gender bathrooms (<https://www.skidmore.edu/maps-directions-tours/docs/all-gender-bathroom-map.pdf>) across campus and introduced a name, gender, and pronoun change policy (<https://www.skidmore.edu/hr/name-policy.php>), enabling all members of the community to update their personal information easily. Additionally, the Division of Student Affairs, in partnership with the Library, organizes a clothing exchange that provides free, gender-affirming clothing to support LGBTQ+ and low-income students (<https://www.skidmore.edu/campuslife/includes/exchangeclosetdetailsuntitled.php>). Further, the Committee on Intercultural and Global Understanding, a subcommittee of the IPPC, is responsible for initiatives in support of LGBTQ+ students such as the installation of all gender bathrooms and the offering of training to faculty and staff regarding the support of transgender students (<https://www.skidmore.edu/cigu/index.php>).

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of low-income and/or first-generation students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for low-income and/or first-generation students:

Annually, Skidmore hosts First-Generation Student Day. While we do not have a designated office or staff for low-income, first-gen student support, there are a few offices that support our first-gen, low-income students, including the Opportunity Program (https://www.skidmore.edu/opportunity_program/support.php), the associated Summer Academic Institute (https://www.skidmore.edu/opportunity_program/institute.php), and Student Diversity and Inclusion (<https://www.skidmore.edu/osdp/index.php>). Additionally, the Division of Student Affairs, in partnership with the Library, organizes a clothing exchange that provides free, gender-affirming clothing to support LGBTQ+ and low-income students (<https://www.skidmore.edu/campuslife/includes/exchangeclosetdetailsuntitled.php>).

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of refugees, asylum seekers, internally displaced, and/or undocumented students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for refugees, asylum seekers, internally displaced, and/or undocumented students:

Skidmore has a very active International Student Union. Skidmore's International Students and Scholars Office supports our international students as well as undocumented students (<https://www.skidmore.edu/international-students/index.php>). Our Residential Life area offers Special Interest housing, including a Global Community floor option: <https://www.skidmore.edu/reslife/specialinterest-communities.php>. The division of Student Affairs partners with other campus offices to support students in this category.

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students from additional underrepresented groups?:

Yes

Narrative and/or website URL providing an overview of the institution’s programs, initiatives, and networks for students from additional underrepresented groups:

The Office of Student Academic Services: International Students and Scholars program (<https://www.skidmore.edu/international-students/index.php>) supports international students by helping them to understand and navigate legal matters, as well as ESL support and direct connections to other services and resources. The Office of Religious and Spiritual Life (<https://www.skidmore.edu/religious-life/index.php>) hosts conversations and gatherings around challenging national and international current events to support Skidmore community members and international students of all faiths, religions, spiritualities, and traditions. The Office of Residential Life offers a Global Community special interest housing opportunity, as well as a Women's Floor dedicated to all students who identify as women. The Counseling Center offers direct mental health support and EcoMap appointments designed to evaluate and enhance a student's support networks, especially as related to sexuality and gender identity. In particular, gender-affirming evaluation and documentation is available at the Counseling Center to support trans and non-binary individuals (https://www.skidmore.edu/counseling/LGBTQ_Wellness_Support.php#:~:text=Local%20Community%20Organizations&text=They%20meet%20regula

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.1:

0.9999999999999999

6.2 Support for employees from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees with disabilities?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees with disabilities:

Skidmore's Office of Human Resources provides applicants and employees with accommodations and support. (<https://www.skidmore.edu/employee-handbook/policies/v-q.php>). The Employee Assistance Program is an additional confidential resource (<https://www.skidmore.edu/benefits/eap.php>).

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

Skidmore College sponsors Employee Affinity Groups (EAGs) to enhance our community culture by providing engaging programs and opportunities for connection for Skidmore faculty and staff. Groups are employee-led, employment-related, and formed around interests, backgrounds, identities, and common ties (<https://www.skidmore.edu/hr/training/affinity-groups/Affinity-Groups.php>).

Black Faculty and Staff Group (BFSG) Mission: Strengthen the relationships among Black people within the Skidmore College community; foster a sense of community and mutual support through social gatherings, networking, mentoring and coalition-building; support professional development; outreach to students and student groups to promote academic, social and overall well-being; provide a visible campus presence; support the administration's recruitment and retention efforts; educate and engage with the community on issues related to race, the Black experience and anti-racism; develop the relationship between Skidmore and Saratoga Springs' Black community members; caucus with other communities of color on campus; strengthen our relationship with allies.

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ employees?:

Yes

Narrative and/or website URL providing an overview of the institution's support for LGBTQ+ employees:

Skidmore College sponsors Employee Affinity Groups (EAGs) to enhance our community culture by providing engaging programs and opportunities for connection for Skidmore faculty and staff. Groups are employee-led, employment-related, and formed around interests, backgrounds, identities, and common ties (<https://www.skidmore.edu/hr/training/affinity-groups/Affinity-Groups.php>).

Skidmore Queer Faculty and Staff Affinity Group mission: The Queer Faculty/Staff Affinity Group at Skidmore College is dedicated to fostering an inclusive, supportive, and empowering community. We aim to celebrate diversity, promote equity, and enhance the sense of belonging for queer individuals within the college by upholding our core values of social engagement, mutual support, open communication, education, connection, visibility, and community. Our group is committed to an intersectional approach amplifying the voices of lesbian, gay, bisexual, transgender,

intersex, queer/questioning, asexual + staff and faculty, addressing unique challenges, and contributing to a vibrant, inclusive campus culture that respects and values all identities.

- Establish regular social meetings and events to provide a space for queer faculty and staff to share experiences, build connections, celebrate queer community, and promote a sense of belonging.
- Create a support network where queer faculty and staff can seek advice, share resources celebrate our allies, and advocate to address the unique challenges and experiences faced by queer individuals in the College community and beyond.
- Ensure transparent communication between the affinity group, college administration, and the broader campus community to share information on current issues, promote awareness of programming and services.
- Through educational initiatives and workshops, the affinity group aims to raise awareness, dispel misconceptions, and promote a more inclusive and affirming campus environment for queer individuals.
- The group works to increase the visibility and representation of Queer staff and faculty, ensuring their voices and perspectives are heard and valued within the college community

The Committee on Intercultural and Global Understanding, a subcommittee of the Institutional Policy and Planning Committee, develops and leads efforts (policies, projects, and events) to support diversity, equity, and inclusion on campus. They have advanced initiatives that support the LGBTQ+ and wider community, such as the [name policy](#), all gender restrooms, and the In It series (<https://www.skidmore.edu/cigu/index.php>).

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees from additional underrepresented groups?:

No

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees from additional underrepresented groups:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.2:

0.75

6.3 Institutional climate assessment

Has the institution conducted an institutional climate assessment within the previous three years?:

Yes

Description of the methodology used to assess institutional climate:

Skidmore participated in the National Assessment of Collegiate Campus Climates (NACCC) survey, allowing students, faculty, and staff members to provide input on the state of diversity and inclusion efforts and offer recommendations for improving campus climate. The survey is a voluntary quantitative web-based survey covering students in spring 2021, staff in spring 2022, and faculty in fall 2023.

Does the institution publish the results of its institutional climate assessments?:

Yes

Published results of the institution's most recently finalized institutional climate assessment:

[NACCCSkidmoreStudent2021FINAL.pdf](#)

Online resource where the results of the institution's institutional climate assessments are publicly available:

<https://www.skidmore.edu/naccc/index.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Racial and Ethnic Diversity

Score

1.08 / 3.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

7.1 Ethnic diversity index

An institution earns 1 point when the ethnic diversity index for its A) students, B) academic staff, C) non-academic staff, and D) executive staff is each 0.75 or greater. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

This credit requires the completion of a [racial and ethnic diversity worksheet](#). Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period.

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the population being assessed may be excluded.

International students and employees may be excluded from the analysis. If international students and/or employees are included, they must be classified as part of a dominant group unless they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups.

An institution may report on its entire student body or limit its analysis to the predominant student body. Students who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group.

Report on all regular/permanent employees. Employees who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

For guidance on accessing demographic data for the region served by the institution, see the [STARS Help Center](#).

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among students, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among 1) regular/permanent academic staff, 2) regular/permanent non-academic staff, and 3) executive staff, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

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

7.1 Ethnic diversity index

Provide ethnic diversity index figures within a range from 0 to 1.

Completed racial and ethnic diversity worksheet:

[STARS_3.0_Racial_and_Ethnic_Diversity_Worksheet_SKIDMORE.xlsx](#)

Ethnic diversity index for students:

0.46

Ethnic diversity index for academic staff:

0.35

Ethnic diversity index for non-academic staff:

0.26

Ethnic diversity index for executive staff:

0.49

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 7.1:

0.52

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

Total number of marginalized racial, ethnic, and/or Indigenous groups in the region served by the institution:

6.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among students:

2.0

Description of the methodology and data source(s) used to identify the region served and its demographics:

As a National Liberal Arts college, Skidmore predominantly draws its students from the entirety of the United States. Thus, the region served is the United States and the US Census Bureau was used as the data source for demographic information.

The Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among students:

33.33333333333333

Points earned for indicator PA 7.2:

0.3333333333333333

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent academic staff:

3.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent non-academic staff:

0.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among executive staff:

1.0

The Reporting Tool will automatically calculate the following four figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent academic staff:

50.0

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent non-academic staff:

0.0

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among executive staff:

16.666666666666664

Points earned for indicator PA 7.3:

0.2222222222222222

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Gender Parity

Score	Responsible Party
2.00 / 2.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

8.1. Percentage of students with marginalized gender identities

An institution earns 1 point when 45 percent or more of students identify as women or other marginalized gender identities.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data systems.

8.2 Percentage of employees with marginalized gender identities

An institution earns 1 point when 45 percent or more of A) regular/permanent academic staff, B) regular/permanent non-academic staff, and C) executive staff identify as women or other marginalized gender identities. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning or end of a term) or the average of a one to three year period. An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's human resources system. Report on all regular/permanent employees. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

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

Provide percentage figures within a range from 0 to 100.

8.1. Percentage of students with marginalized gender identities

Percentage of entering students that identify as women or other marginalized gender identities:

59.0

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.1:

1.0

8.2 Percentage of employees with marginalized gender identities

Percentage of regular/permanent academic staff that identify as women or other marginalized gender identities:

55.0

Percentage of regular/permanent non-academic staff that identify as women or other marginalized gender identities:

58.0

Percentage of executive staff that identify as women or other marginalized gender identities:

56.0

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.2:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Affordability and Access

Score	Responsible Party
1.50 / 3.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

An institution earns 1 point when 500 or fewer paid work-hours over the course of a year are sufficient to meet the average net price of attendance for low-income students. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years for undergraduate students, if present, or else the institution's predominant student body.

Report the local minimum hourly wage or the minimum hourly wage that the institution pays student workers, whichever is most representative of the work opportunities available to entering students.

Report the average annual net price of attendance for full-time, beginning degree/certificate-seeking students in the lowest family income range tracked by the institution (e.g., 0 to 30,000 USD), for example, as posted on the institution's website or a source such as the US [College Navigator](#). If the average annual net price of attendance is not published or tracked by the institution, it may be calculated using the guidance provided in the [STARS Help Center](#).

9.2 Percentage of students that are low-income

An institution earns 1 point when at least 50 percent of its students are low-income. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body and/or entering students.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

9.3 Legacy and donor admissions

An institution earns 1 point when an applicant's relationship to the institution's alumni or donors is not a factor that is positively considered in admission decisions.

Measurement

Report on the current status of the institution's admissions policies and procedures.

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

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

Does the institution have the required data and wish to pursue this indicator?:

Yes

Local currency code:

USD

Local hourly minimum wage for students:

12.75

Average annual net price of attendance for low-income students:

10,280.0

If wage and price data are provided, the Reporting Tool will automatically calculate the following two figures:

Number of paid work-hours per year required to meet the average net price of attendance for low-income students:

806.2745098039215

Points earned for indicator PA 9.1:

0.25

9.2 Percentage of students that are low-income

Does the institution have the required data and wish to pursue this indicator?:

Yes

Percentage of students that are low-income:

14.0

Description of the methodology used to identify low-income students:

Skidmore uses the Federal Pell grant recipient classification to identify low-income students, based on Integrated Postsecondary Education Data System (IPEDS) reporting. Data for the percentage of students that are low-income and the average annual net price of attendance for low-income students is from the 2022-2023 academic year (as the most recently available with corresponding years).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.2:

0.25

9.3 Legacy and donor admissions

Is an applicant's relationship to the institution's alumni or donors a factor that is positively considered in the institution's admission decisions?:

No

Narrative and/or website URL providing an overview of the factors that are considered in the institution's admission decisions:

Skidmore Admission: <https://catalog.skidmore.edu/admission/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Student Success

Score

2.67 / 3.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

10.1 Completion rate for low-income students

An institution earns 1 point when the ratio of the completion rate for low-income students to the overall student completion rate is 0.9 or more, as outlined in the Technical Manual.

Measurement

For this credit, an institution may report on its entire student body or limit its analysis to the predominant student body and may report on graduation rates and/or success rates (which include transfers). Report the most recent data available from within the previous three years. An institution may elect to report on average completion rates over a three or five year period as long as it does so consistently.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

10.2 Completion rate for students with marginalized gender identities

An institution earns 1 point when the ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate is 0.9 or greater, as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate. An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data system.

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

An institution earns 1 point when all of the marginalized racial, ethnic, and/or Indigenous groups served by the institution have equitable completion rates, i.e., that the ratio outlined in Table III is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate and the same marginalized racial, ethnic, and/or Indigenous groups reported in the Racial and Ethnic Diversity credit. If the Racial and Ethnic Diversity credit is not being pursued, the following guidance applies:

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the student population may be excluded.

International students may be included to the extent that they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups or else excluded from the analysis altogether. Other students who have not identified themselves as members of any groups (marginalized or dominant) must be included in the analysis and classified as part of a dominant group.

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

Provide completion rates within a range of 0 to 100.

10.1 Completion rate for low-income students

Overall student completion rate:

83.0

Does the institution have completion rate data for low-income students?:

Yes

Completion rate for low-income students:

88.0

If data on low-income students is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for low-income students to the overall completion rate:

1.0602409638554218

Points earned for indicator PA 10.1:

1.0

10.2 Completion rate for students with marginalized gender identities

Does the institution have completion rate data for women and/or students with other marginalized gender identities?:

Yes

Completion rate for students that identify as women or other marginalized gender identities:

85.0

If data on students with marginalized gender identities is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate:

1.0240963855421688

Points earned for indicator PA 10.2:

1.0

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

Does the institution have completion rate data for students from marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution:

6.0

Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates:

4.0

Narrative and/or website URL providing completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

Historical Graduation and Retention Rates: <https://www.skidmore.edu/ir/facts/retention/index.php>

Document that includes completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

[retention_graduationF24.pdf](#)

If data on marginalized groups are provided, the Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups with equitable completion rates:

66.66666666666666

Points earned for indicator PA 10.3:

0.6666666666666666

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Wellbeing & Work

Points Earned 8.53

Points Available 11.00

This impact area seeks to recognize institutions that have incorporated international best practices and just employment criteria into their health, safety, and human resources policies and initiatives. An institution's people define its character and capacity to perform, therefore an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by protecting the health and safety of its students and employees, involving them in the development and review of policies and procedures, and ensuring that wages, benefits, and working conditions for all campus workers are fair and ethical.

Credit	Points
Health, Safety and Wellbeing	2.83 / 3.00
Employee Rights	2.50 / 3.00
Pay Equity and Living Wage	3.20 / 5.00

Health, Safety and Wellbeing

Score

2.83 / 3.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

11.1 Student wellbeing and assistance programs

An institution earns 1 point when it has programs for students that include A) physical health services, B) behavioral health services, C) sexual and reproductive health services, D) contemplative and/or spiritual activities, E) a campus safety committee that brings together students from vulnerable groups and management, F) an emergency financial assistance fund, and G) a student food security initiative. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

11.2 Employee wellbeing and assistance programs

An institution earns 1 point when it has programs for employees that include A) physical health services, B) behavioral health services, C) fitness activities, D) contemplative and/or spiritual activities, E) a workplace health and safety committee, and F) an emergency financial assistance fund. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

The direct participation of workers may qualify for criterion E., for example, when the workplace is too small to warrant a formal committee.

11.3 Smoke free environments

An institution earns 1 point when it A) prohibits smoking within all occupied buildings that it owns or leases and B) restricts outdoor smoking, or C) prohibits smoking and tobacco use across the entire campus. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and programs. Policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

Report on "smoking" as defined by the institution (e.g., to include or exclude vaping).

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

11.1 Student wellbeing and assistance programs

Does the institution make physical health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's physical health services for students:

Skidmore Health Services: <https://www.skidmore.edu/health-services/index.php>

Does the institution make behavioral health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for students:

Skidmore Counseling Center: <https://www.skidmore.edu/counseling/index.php#:~:text=If%20you%20are%20in%20crisis,An%20empowering%20process.&text=We%20believe%20>

Does the institution make sexual and reproductive health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's sexual/reproductive health services for students:

Skidmore Health Services: <https://www.skidmore.edu/health-services/services/sexual-health.php>

Skidmore Peer Health Educators: https://www.skidmore.edu/health_promotion/peer/index.php

Wellspring partnership: <https://www.wellspringcares.org>

Does the institution make contemplative and/or spiritual activities available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for students:

Skidmore Office of Religious and Spiritual Life: <https://www.skidmore.edu/religious-life/>

Spiritual and Religious Student Organizations: <https://www.skidmore.edu/religious-life/clubs.php>

SkidMORE MINDFULness program: <https://www.skidmore.edu/religious-life/mindfulness.php>

Does the institution have a campus safety committee that brings together students from vulnerable groups and management in the development and review of policies and procedures related to student safety and violence prevention?:

Yes

Narrative and/or website URL providing an overview of the institution's student safety and violence prevention committee:

Bias Response Group: <https://www.skidmore.edu/bias/biasprotocol.php>

Does the institution have an emergency assistance fund that provides grants or interest-free loans to students who are experiencing financial difficulties?:

Yes

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for students:

Student Emergency Loans: https://www.skidmore.edu/dean-students/tudor_loans.php

Does the institution have a food bank/pantry, meal donation program, or similar initiative that provides food at no cost to students experiencing food insecurity?:

No

Narrative and/or website URL providing an overview of the institution's student food security initiatives:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.1:

0.857142857142857

11.2 Employee wellbeing and assistance programs

Does the institution make physical health services available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's physical health services for employees:

Faculty and Staff Benefits: <https://www.skidmore.edu/benefits/2025/index.php>

Does the institution make behavioral health services available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for employees:

In addition to health insurance benefits noted above, employees are supported by an Employee Assistance Program: <https://www.skidmore.edu/benefits/eap.php>

Does the institution make free or reduced cost fitness activities available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's fitness activities for employees:

Employees and their spouse/partner are eligible for free access to outstanding fitness facilities and programs: <https://skidmoreathletics.com/facilities>

Does the institution make contemplative and/or spiritual activities available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for employees:

Religious and Spiritual Life: <https://www.skidmore.edu/religious-life/index.php>

Does the institution have an institution-wide health and safety committee or network of committees that brings together workers and management in the development and review of workplace health and safety policies and procedures?:

Yes

Narrative and/or website URL providing an overview of the institution's workplace health and safety committees:

Safety Committee: https://www.skidmore.edu/safety_committee/index.php

Does the institution have an emergency assistance fund that provides grants or interest-free loans to employees who are experiencing financial difficulties?:

No

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for employees:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.2:

0.8333333333333333

11.3 Smoke free environments

Does the institution prohibit smoking within all occupied buildings owned or leased by the Institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

Yes

Narrative and/or website URL providing an overview of the institution's smoke-free policies:

Skidmore College is a smoke-free and tobacco-free campus. All areas of campus are designated smoke-free and tobacco-free.

Smoking of any substance is prohibited on College property including campus grounds, North Woods, enclosed bridges and walkways, sidewalks, and parking lots. Smoking of any substance is also prohibited in all structures and buildings owned, operated, leased, occupied, or controlled by the College, including near exits, windows, or ventilation intakes. Smoke-free and tobacco-free areas include indoor/outdoor classrooms, studios, balconies, rooftops, hallways, public and private offices, College vehicles and private vehicles parked on campus property, residential facilities, break rooms, restrooms, administrative buildings, dining facilities, and athletic venues.

The purpose of the Skidmore College Smoking Policy is to promote a culture of wellness and provide the community with a healthy, respectful working and learning environment by limiting the potential exposure of students, faculty, staff, and visitors to the effects of secondhand smoke and by reducing the risk of fires.

All Skidmore community members, including guests and visitors, are expected to exercise cooperation and compliance with this policy.

Smoking and the use of any tobacco product are strictly prohibited in all College buildings, on the grounds of the campus including North Woods, as well as off-campus properties, including Castle Diamond, Van Lennep Riding Center, Skidmore Boathouse, and White Hollow Farm.

Tobacco is defined as any type of tobacco product including, but not limited to, cigarettes (commercial, handmade or "e"/electronic), cigars, cigarillos, pipes, hookahs, oral tobacco (spit/spitless, smokeless, chew, snuff) or any other smoking materials or device.

Effective implementation of the policy requires the courtesy, respect, and cooperation of all Skidmore College community members and guests.

<https://www.skidmore.edu/smokefree/index.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Employee Rights

Score

2.50 / 3.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

12.1 Number of weeks of paid maternity leave

An institution earns 1 point when at least 24 weeks of paid, job-protected maternity leave are available to full-time employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and procedures. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria. For example, a government-provided benefit that only pays 55 percent of income, but is topped up by the institution to a total of at least 60 percent of income would qualify.

12.2 Percentage of employees eligible for paid all-gender family/medical leave

An institution earns 1 point when at least 85 percent of its employees are eligible for paid all-gender family/medical leave. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Provisional employees (i.e., new hires with temporarily limited access to leave), employees on short-term contracts to cover for maternity or family/medical leave, and student workers may be excluded.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria.

12.3 Published measures to protect employee rights

An institution earns 1 point when it publishes information on A) anti-harassment, B) grievance resolution, C) whistleblower protections, and D) freedom of association in a format that is accessible to all employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's published information. The information may be published, for example, in an employee handbook or equivalent resource.

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

12.1 Number of weeks of paid maternity leave

Number of weeks of paid maternity leave:

16.0

Narrative and/or website URL providing an overview of the maternity leave options available to employees:

All full-time employees are eligible for parental leave. Part-time employees are eligible for partial benefits. Waiting periods and plan details apply per the policy details.

Faculty Parental Leave: <https://www.skidmore.edu/hr/documents/FacultyParentalLeavePolicy.pdf>

Paid Family Leave for Staff: <https://www.skidmore.edu/benefits/summary/paid-family-leave.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.1:

0.5

12.2 Percentage of employees eligible for paid all-gender family/medical leave

Percentage of employees eligible for paid all-gender family/medical leave:

100.0

Narrative and/or website URL providing an overview of the institution's eligibility criteria for paid family/medical leave:

Faculty Parental Leave: <https://www.skidmore.edu/hr/documents/FacultyParentalLeavePolicy.pdf>

Paid Family Leave for Staff: <https://www.skidmore.edu/benefits/summary/paid-family-leave.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.2:

1.0

12.3 Published measures to protect employee rights

Does the institution publish information on anti-harassment in a format that is accessible to all employees?:

Yes

Does the institution publish information on grievance resolution in a format that is accessible to all employees?:

Yes

Does the institution publish information on whistleblower protections in a format that is accessible to all employees?:

Yes

Does the institution publish information on freedom of association in a format that is accessible to all employees?:

Yes

Narrative and/or website URL providing an overview of the institution's published measures to protect employee rights:

https://www.skidmore.edu/student_handbook/sga-leadership-activities/student-rights.php

<https://www.skidmore.edu/speech-expression/index.php>

https://www.skidmore.edu/hr/eeo_diversity/

<https://www.skidmore.edu/hr/policies/whistleblower-policy.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Pay Equity and Living Wage

Score	Responsible Party
3.20 / 5.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

13.1 Internal pay equity assessment

An institution earns 1 point for A) having conducted one or more internal pay equity assessments during the previous three years that B) are inclusive of academic and non-academic staff, C) explicitly address pay equity by gender identity, and D) explicitly address pay equity by racial, ethnic, and/or Indigenous identity, and E) for publishing the results of its internal pay equity assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized. External (e.g., market-based) pay equity assessments do not qualify.

13.2 Percentage of employees that receive a living wage

An institution earns 3 points when A) it is a third party accredited living wage employer or B) 100 percent of its employees receive remuneration (i.e., base wage or salary plus qualifying in-kind benefits, cash bonuses, and allowances) equivalent to at least a living wage. Incremental points are available for criterion B based on the institution's performance within a range from 75 to 100 percent and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations. To qualify as a living wage employer accreditation, program criteria must be reasonably consistent with the [Anker Methodology](#) and/or the living wage criteria included in STARS. An updated list of qualifying programs is available in the [STARS Help Center](#).

For criterion B, report the most recent data available from within the previous three years and snapshots of a living wage and employee remuneration taken during the same performance period (e.g., fiscal or calendar year). This may be accomplished, for example, by exporting compensation data from the institution's human resources system and accessing an online living wage figure within the same month or academic term.

Include all individuals who are in a direct employment relationship with the institution according to national law or its application, i.e., both regular/permanent employees and short-term/casual employees. Because of the diverse ways that student employment may be structured, however, undergraduate student employees and graduate students who are classified as non-academic employees may be excluded. Graduate students paid for teaching or research responsibilities should be included to the extent that they are classified as direct academic employees in the institution's human resources system.

Consistent with the Global Living Wage Coalition, a living wage is a family concept. An institution's living wage must be based on a family of four (assuming two adults in paid employment) or the nearest alternative available in its national context. A family of four is used to help harmonize different living wage standards and to support international comparability. It is not assumed to be the most common or representative family size.

To determine the living wage, use the most relevant national standard or methodology listed in the [STARS Help Center](#). A US institution, for example, must report the local living wage for "2 Adults (both working), 2 Children" published by the [Massachusetts Institute of Technology Living Wage Calculator](#).

An institution with satellite campuses should use the main campus location to determine the living wage amount, if available, or else a relevant state/provincial, regional, or national living wage.

The pay for employees who are hired on a grant, stipend, or contract basis must be converted into hourly figures, for example based on the average or expected number of hours worked per course, credit hour, or term. Hourly compensation for employees working on a grant, stipend, or contract basis must include all hours that are necessary to perform the employee's duties, such as class preparation and grading time. For example, an employee must be credited a minimum of 2.25 hours of service per week for each hour of teaching or classroom time in that week.

Otherwise, an institution may convert salary data to hourly figures based on the standard work week and year used for waged workers.

Remuneration may include wages, salaries, and extra-wage components that address the basic needs of employees and their families. To qualify, an extra-wage component must address a basic need that is accounted for in the living wage methodology that is used. In the US, for example, this includes expected and regular cash bonuses, employer contributions to health insurance, retirement plans, and other savings vehicles, and allowances for childcare, commuting, and meals. It excludes work expenses, life insurance, paid leave, disability benefits, student loan and tuition assistance, and allowances for services such as gym membership and legal assistance.

13.3 Percentage of significant contractors that pay a collectively determined or living wage

An institution earns 1 point when it is able to verify that each of its significant contractors meets at least one of the following criteria:

- A. The contractor is a third party accredited living wage employer or otherwise ensures that all of its on-site employees receive remuneration equivalent to at least a living wage.
- B. The contractor's lowest-paid, on-site employees are covered by a collective bargaining agreement (i.e., a union contract).
- C. The contractor is a worker cooperative.

Partial points are available based on the extent which criterion B is met and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations.

For criterion B, report on the institution's most recently established agreements with significant contractors and the living wage reported in indicator 13.2. If no qualifying information is available for a contractor, report conservatively by assuming that its employees are earning the legal minimum wage.

An institution that is accredited as a living wage employer under a standard that is inclusive of its significant contractors (e.g., Living Wage for US) may report on that basis rather than apply the STARS criteria.

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

13.1 Internal pay equity assessment

Has the institution conducted one or more internal pay equity assessments during the previous three years to identify disparities that are not attributable to skills, responsibilities, or level of experience?:

Yes

Description of the methodologies used to assess internal pay equity:

Internal equity and external benchmarking assessment occurs every 3-4 years and annually as a component of salary increase procedures. The most recent comprehensive analyses was conducted by Skidmore College in consultation with Segal. This included analyses of internal equity related to gender identity and racial, ethnic, and/or Indigenous identity. Skidmore College increased compensation by over \$1 million across academic and non-academic (non-union) employees to address both internal equity, based on demographic and/or position factors, and market equity. A presentation sharing the assessment and outcomes was made to staff in 2021.

Are the pay equity assessment(s) inclusive of both academic and non-academic staff?:

Yes

Do the pay equity assessment(s) explicitly address pay equity by gender identity?:

Yes

Do the pay equity assessment(s) explicitly address internal pay equity by racial, ethnic, and/or Indigenous identity?:

Yes

Does the institution publish the results of its internal pay equity assessments?:

Yes

Published results of the institution's most recently finalized internal pay equity assessment:

[Staff-Compensation-Study-Presentation-2021.pdf](#)

Online resource where the results of the institution's internal pay equity assessments are available:

<https://www.skidmore.edu/hr/compensation-information.php>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.1:

1.0

13.2 Percentage of employees that receive a living wage

Is the institution a third party accredited living wage employer?:

No

Narrative and/or website URL detailing the institution's living wage accreditation:

Provide wage figures in the institution's local currency and expressed as hourly rates.

Local currency code:

USD

Performance year for living wage:

2025

Living wage:

31.92

Standard or methodology used to determine the living wage:

MIT Calculator for Saratoga County; 2 working parents/2 children

Wage floor for regular/permanent employees:

17.54

Wage floor for short-term/casual academic staff:

6,717.0

Wage floor for short-term/casual non-academic staff:

15.5

Percentage of employees that receive remuneration equivalent to at least a living wage:

85.0

Narrative outlining the forms of remuneration included in the living wage calculations:

26% benefits including retirement, paid parental leave, employer portion of health/prescription/life insurance, tuition for employee and dependents, meal discounts, paid public transportation and free parking, free recreation/fitness center, employee assistance program.

Has the institution made a formal commitment to pay a living wage?:

No

Narrative and/or website URL detailing the institution's formal commitment to pay a living wage:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.2:

1.2000000000000002

13.3 Percentage of significant contractors that pay a collectively determined or living wage

Does the institution have one or more significant contractors?:

Yes

Documentation affirming that the institution has no significant contractors:

Total number of significant contractors:

7.0

Number of significant contractors known to pay a collectively determined or living wage:

7.0

Description of the methodology used to determine which significant contractors pay a collectively determined or living wage:

Collective bargaining agreements (services, electricians, carpenters, masons, painters, plumbers); in negotiations for CBA with non-tenure track faculty.

The Reporting Tool will automatically calculate the following two figures:

Percentage of significant contractors that pay a collectively determined or living wage:

100.0

Points earned for indicator PA 13.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation & Leadership

Innovation & Leadership

Points Earned 8.50

Points Available 10.00

The credits in this category are optional and recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS. An institution may add any number or combination of these credits to its report, however the maximum number of bonus points applied toward scoring is 10.

Credit	Points
Reporting Assurance	0.50 / 1.00
Sustainability Course Designation	1.00 / 1.00
Grounds Certification	1.00 / 1.00
Shared Mobility Program	1.00 / 1.00
Sustainability Projects Fund	1.00 / 1.00
Universal Design	1.00 / 1.00
Collective Bargaining	1.00 / 1.00
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00

Reporting Assurance

Score	Responsible Party
0.50 / 1.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

An institution earns 1 bonus point when it has obtained external assurance that all of the information in the institution's current STARS report is reported in accordance with credit criteria. Partial points are available. An institution earns 0.5 bonus points when it has completed its own comprehensive independent review process to identify and resolve inconsistencies and errors in the institution's STARS report prior to submitting it to AASHE, but has not obtained external assurance.

Measurement

The review process(es) reported for this credit must be guided by and documented in the STARS Review Template (available for download from the [STARS website](#)). To qualify, each credit that has been substantively updated since the institution's previous report must be reviewed and any inconsistencies or errors that are identified must be successfully resolved prior to submitting the report to AASHE.

Independent review may include personnel affiliated with the institution as long as they are not involved in data collection for the credits they review. Other forms of internal review and data quality controls, while valuable, do not qualify for this credit and should be documented instead in PRE 4: Reporting Methodologies.

Please note that all reports are subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the review process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Has a peer reviewer or third party assurance provider provided affirmation that all of the information in the report is reported in accordance with credit criteria?:

No

Letter of affirmation from the peer reviewer or third party assurance provider that all of the information in the institution's current STARS report is reported in accordance with credit criteria:

Has the institution completed its own comprehensive independent review process to identify and resolve inconsistencies and errors in its current STARS report prior to submitting it to AASHE?:

Yes

Narrative outlining the institution's review process:

After the category contributors completed the assessment and documentation process (with only a few minor outstanding narratives/items that we were waiting on), the report was reviewed by the lead STARS liaison (if they were not the lead for that category). The internal review was then spread out among four people so it was less of a burden on one individual. This also allowed us to engage more campus stakeholders and to identify and work with the individuals on campus who had a high

level of knowledge and expertise within each category. Each reviewer was provided with an overview email, which thanked them for being an internal reviewer and reminded them that the review was an important quality assurance process intended to enhance report quality and accuracy. The email explained the review process and included all necessary resource links (review template, technical manual, and reporting tool access). Once the reviews had been completed, the key personnel who contributed to the assessment for each category checked the review template, addressed all comments, and made any necessary corrections.

Name, title, and organizational affiliation of each reviewer:

Skidmore's internal reviewers:

Karen Kellogg, Professor of Environmental Studies and Sciences

Michelle Hubbs, Associate Director of Civic Engagement

Daniel Rodecker, Assistant Vice President of Facilities and Planning

Amy Tweedy, Institutional Effectiveness Specialist

Completed STARS Review Template:

[STARS_3.0_Review_Template_September.2024_SKIDMORE.xlsx](#)

Optional documentation

Completed STARS Review Template (second review):

Completed STARS Review Template (third review):

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Course Designation

Score

1.00 / 1.00

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

An institution earns 1 bonus point when it formally designates sustainability course offerings from multiple academic departments or units in its official course catalog or listing.

Measurement

Report on current policies and practices.

The designation might take the form of an identifying symbol or code to help students distinguish sustainability courses from other courses (e.g., a sustainability filter in an online catalog or a sustainability tag in a printed catalog). Identification of courses offered by a sustainability-focused academic subdivision (e.g., courses offered by a Sustainability Studies department and denoted with a "SUST" prefix) is not sufficient in the absence of course-level designations that encompass courses offered by multiple departments or units.

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

Does the institution formally designate sustainability course offerings from multiple academic departments or units in its official course catalog or listings?:

Yes

Description of the sustainability course designation program:

After completing the STARS course inventory, the final list of sustainability courses was provided to the Registrar for formal designation (via attribute coding) within our course management system (Banner). Given this attribute coding (a form of course tagging) sustainability focused and sustainability inclusive classes are now searchable within the public Master Schedule, starting with Fall 2025. A brief overview of the process, goals, and a spreadsheet version of the sustainability courses is also available on the sustainability courses webpage. Key faculty and staff will be working on establishing a process for evaluating and designating special topics courses going forward, as well as integrating sustainability course designations in to the new course proposal process, as a part of the curriculum committee review.

Sustainability-related Courses: https://www.skidmore.edu/environmental_studies/courses/sustainability.php

Skidmore Master Schedule: <https://bannerxe.skidmore.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search>

To view sustainability courses via the Master Schedule, select a term and then search within the "Department/Program OR All Coll Requirement" search field. You can scroll down to "Sustainability Focused Crs" or "Sustainability-Inclusive Crs" OR type in the term sustainability, SUS (for focused courses), or SUI (for inclusive courses) to bring up the two designations. You can select either designation individually (to see just focused courses or just inclusive courses) or select both at the same time to see all sustainability-related courses for that term.

Published course catalog where the sustainability course designations appear:

Official online listings where the sustainability course designations appear:
<https://bannerxe.skidmore.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Grounds Certification

Score	Responsible Party
1.00 / 1.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

An institution earns 1 bonus point when at least 50 percent of its managed grounds are certified to an organic landscaping or ecological land management standard. Partial points are available. An institution with certified grounds totaling less than 50 percent of the total area of managed grounds earns 0.5 bonus points.

An updated list of qualifying standards is available in the [STARS Help Center](#).

Measurement

Report on the current certification status of the institution and/or its grounds. Areas that are not routinely maintained or are predominantly maintained by entities other than the institution's in-house and/or contracted landscaping/grounds services may be excluded (e.g., natural/semi-natural areas and agricultural land).

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

Percentage of managed grounds certified to one or more qualifying organic landscaping or ecological land management standards:

75 to 100

Narrative and/or website URL providing information about the institution's certified grounds:

Skidmore College Campus is recognized by Tree Campus USA. We have an established Campus Tree Advisory Committee that meets twice annually; a Campus Tree Care Plan with actionable goals set in 2023 and regular expenditures, tree planting, and tree maintenance in support of said goals; Arbor Day Observance activities and ceremonial tree plantings; and service learning projects dedicated towards the removal of invasive species.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Shared Mobility Program

Score	Responsible Party
1.00 / 1.00	Tarah Rowse Director of Sustainability Sustainability Office

Criteria

An institution earns 1 bonus point when it has a program to incentivize the use of at least two of the following shared mobility options:

- A. Public transportation
- B. Bicycle or scooter sharing
- C. Car sharing or carpooling

Partial points are available. An institution that has a program to incentivize at least one of the options earns 0.5 bonus points.

Measurement

Report on current programs and initiatives. Incentives may include providing free or reduced cost access or hosting/managing a program on-site. Programs available in the local community do not qualify in the absence of on-campus access that is actively incentivized by the institution.

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

Does the institution have a program designed to incentivize the use of public transportation?:

Yes

Description of the institution's programs designed to incentivize the use of public transportation:

The Capital District Transportation Authority (CDTA) has a bus stop on Skidmore campus, which provides transfers to local locations in Saratoga Springs as well as access to the wider Capital Region. Skidmore provides all community members (students, staff, and faculty) free access to CDTA buses using their Skidmore ID.

Does the institution have a bicycle or scooter sharing program?:

Yes

Description of the institution's bicycle or scooter sharing program:

Skidmore participates in CDPHP Cycle!, a bikeshare network for the Capital Region made up of pedal bikes and pedal-assist electric bikes. Skidmore hosts two bike stations on campus. This program is free to all Skidmore students, faculty, and staff by registering with their institutional email address. Individuals can check out bikes on campus and anywhere in Saratoga Springs, Albany, Troy, or wherever CDPHP Cycle! rolls.

Does the institution have a car sharing or carpool program?:

Yes

Description of the institution's car sharing or carpool program:

The College maintains fleet vehicles available for use by departments and students for approved College-related business, including co-curricular and club trips. Any Skidmore student, faculty, or staff member may apply to become an approved driver. Upon authorization, individuals and groups may reserve any of the 10 vehicles for regional trips.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Projects Fund

Score

1.00 / 1.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

An institution earns 1 bonus point when it has a dedicated fund (e.g., a green fund) to support campus sustainability projects that is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

Measurement

Report on current programs and initiatives.

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

Does the institution have a dedicated fund to support campus sustainability projects that is ongoing and includes a multi-stakeholder decision-making process to determine which projects receive funding?:

Yes

Name of the institution's sustainability projects fund:

Green Grant

Which of the following best describes the primary source of funding for the sustainability projects fund?:

Student fees

Year the institution's sustainability projects fund was established:

2023

Narrative and/or website URL providing an overview of the institution's sustainability projects fund:

<https://www.skidmore.edu/sustainability/get-involved/greengrant.php>

Narrative outlining the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

The Green Grant Review Committee (GGRC) is comprised of faculty, staff, and student representation. The committee members were chosen to embody Skidmore College's interdisciplinary sustainability approach and efforts. A majority vote within the committee will determine the final projects chosen for funding. The committee reviews applications, selects projects, and conducts program evaluation and development activities. The Green Grant Review Committee will base its project selection decisions on the following criteria: 1) Content: The project must build on one of Skidmore College's sustainability goals identified in Skidmore's Campus Sustainability Plan as well as have a comprehensible plan of how the project can be self-sufficient after implementation, 2) Quality: The application needs to demonstrate students' knowledge or experience in their desired project, 3) Creative Thought Matters: The project must show creativity through either an original idea or a development of a current or previous Skidmore College initiative, 4) Intersectionality: The project is

not required, but encouraged to consider Diversity, Equity, and Inclusivity (DEI) in collaboration with sustainability.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Universal Design

Score

1.00 / 1.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

An institution earns 1 bonus point when it has published universal design (UD) guidelines or principles that exceed or are additional to regulatory compliance and apply to the entire institution.

Measurement

Report on the current status of the institution's policies and initiatives.

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

Does the institution have published universal design (UD) guidelines or principles that exceed or are additional to regulatory compliance and apply to the entire institution?:

Yes

Narrative and/or website providing information about the institution's universal design guidelines or principles:

Skidmore's Space Planning Working Group, which serves as an important resource for space and facilities planning on campus, has developed Space Planning Guidelines that adhere to universal design principles, with an emphasis on equity, flexibility, and simplicity. As laid out in the "Principles of Space Use," the guidelines specifically articulate that "Accessibility and universal design should be incorporated across campus and within all buildings to ensure equal access for all people on campus when addressing immediate concerns and or renovating/constructing spaces. Spaces should strive to achieve more than just ADA requirements and should instead strive to be welcoming, barrier-free environments." (Space Planning Guidelines, p.6)

Space Planning Working Group: https://www.skidmore.edu/committees/spwg/documents/Space_Planning_Guidelines.pdf

Guidelines: https://www.skidmore.edu/committees/spwg/documents/Space_Planning_Guidelines.pdf

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Collective Bargaining

Score

1.00 / 1.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

An institution earns 1 bonus point when it engages in collective bargaining with regular/permanent employees, short-term/casual employees, and student employees, as evidenced by the presence of union contracts or equivalent formal outcomes, e.g., memoranda of agreement/understanding (MOA/MOU) with workers' organizations. Partial points are available. An institution that engages in collective bargaining with at least two of the three employee categories listed above earns 0.5 bonus points.

Measurement

Report on the current status of the institution's union contracts and/or other formal outcomes of collective bargaining. Collective bargaining processes engaged in by entities of which the institution is part (e.g., government or university system) qualify as long as the results of the processes are recognized by the institution.

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

Does the institution engage in collective bargaining with regular/permanent employees?:

Yes

Does the institution engage in collective bargaining with short-term/casual employees?:

Yes

Does the institution engage in collective bargaining with student employees?:

Yes

Narrative and/or website URL providing an overview of the unions or collective bargaining units active at the institution:

Non-Tenure Track Faculty Unionization: <https://www.skidmore.edu/dof-vpaa/staff/non-tenure-track-unionization.php>

Resident and Community Assistant Unionization: <https://www.skidmore.edu/dean-students/ra-ca-unionization.php>

Skidmore has six additional union contracts for non-academic staff (for both permanent and short-term positions) with the United Professional and Service Employees Union (UPSEU), carpenters (United Brotherhood of Carpenters and Joiners of America), electricians (International Brotherhood of Electrical Workers), masons (Bricklayers and Allied Craft Workers), painters (International Union of Painters and Allied Trades), and plumbers (United Association of Plumbers, Pipefitters, HVAC/R and Service Technicians of the United States and Canada). Labor management agreements are available to the Skidmore community on the HR website.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation A

Score

1.00 / 1.00

Responsible Party

Kurt Smemo

Director of Sustainability for Academic Affairs
Office of the Dean of the Faculty

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

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

Name of the innovative outcome, program, or initiative:

Palmertown Range Project and Friendship Trails

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

The Palmertown Range Project is a recreation, economic development, and conservation project focused on the southern portion of the Palmertown Mountain range (southern Adirondack foothills). Skidmore College has been on the Palmertown Guidance Committee since the project inception, as a key planning and land partner. Major goals of the project include land protection (especially forests and wetlands), multi-use trail development, and the stimulation of local tourism and recreation related businesses. A large portion of Skidmore's off-campus landholdings to the north of campus, acquired in the previous decade, are now being used for education, research, and stewardship. This portion of Skidmore's land is key for the build out of the Friendship Trails, as the multi-use spine trail will cross Skidmore land in order to connect the Graphite Range Community Forest and Daniels Road State Forest. The southern terminus (a major gateway to the trail in the City of Saratoga Springs) is also proposed to be on Skidmore land. The Palmertown Project and Friendship Trails initiative seeks to connect people to each other and to nature in a welcoming and inclusive manner. The project aims to build community, foster good health and well-being, and increase opportunities for more people to access trails for a diversity of uses. The project is currently in an implementation and fundraising stage.

Palmertown Range Project: <https://saratogaplan.org/explore-parks-and-trails/palmertown-range/>

Friendship Trails: <https://saratogaplan.org/friendship-trails/>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation B

Score

1.00 / 1.00

Responsible Party

Tarah Rowse
Director of Sustainability
Sustainability Office

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

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

Name of the innovative outcome, program, or initiative:

Racial Justice Initiative

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

The Racial Justice Initiative is a year-long series of projects that seek to address the realities of racial injustice locally, nationally and globally, from the Skidmore campus to Saratoga Springs and beyond. Our goal is to build upon the work that has been done in the past, to pursue new avenues and address today's concerns, and to channel our energies toward building an inclusive and welcoming future at Skidmore. Some of the key projects and activities pursued under the Racial Justice Initiative include:

- Joining the University of Southern California (USC) Race and Equity Center's Liberal Arts College Racial Equity Leadership Alliance as a founding participant.
 - The University of Southern California Race and Equity Center, whose mission is to illuminate, disrupt and dismantle racism in all its forms, is the foremost research and consulting organization for racial equity work in the nation. The center conducts research and works with colleges and universities to better understand campus climate issues; to develop diversity, equity and inclusion goals; and to foster sustainable cultures of inclusion. The rigorous approach of the Center's work is built on research, previous models of success and continuous feedback from college and university partners.
 - "Skidmore's membership in this Alliance is a key element of our Racial Justice Initiative, and we join other leading liberal arts colleges in full participation of the Center's key

projects,” President Marc C. Conner said. “We are also gaining access to deep expertise in assessing climates of inclusion for people of color and other marginalized groups.”

- Continuation of the Racial Justice Teaching Challenge in tandem with the "Africana Studies and the Humanities at Skidmore: Transnational Explorations of Social Justice" grant from the Mellon Foundation.
- "In It" and other diversity programming, designed to deepen understanding of different perspectives and foster a more connected community.
- Hosting various series, symposiums, and panels, such as the Speech and Expression on College Campuses Symposium and the Social (In)Justice at the U.S.-Mexico Border series.

Racial Justice Initiative: <https://www.skidmore.edu/racialjustice/index.php>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:
