2018-5

Exploring the Development of a Sustainability Innovation Initiative at Smith College

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*Smith College*

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Exploring the Development of a Sustainability Innovation Initiative at Smith College

Rachel Moskowitz, 2018
Team member: Breanna Parker, 2018

May 11, 2018

Final submission for ENV 312: Sustainable Solutions with Professor Alex Barron
I. Executive Summary

The climate is changing at an unprecedented rate (IPCC, 2014). Addressing the complex problem of climate change requires creative sustainable solutions that many college campuses are equipped to create. Smith College does not have a clear structure in place to empower students to create their own sustainable initiatives and on-campus projects. Our goal is address the SGCC recommendations to “explore the development of sustainability innovation funds to implement cost- and carbon-saving programs” (SGCC 2017). Our objectives include assessing the need for implementing a sustainability innovation fund at Smith College. We also aim to identify the resources students need to implement sustainable projects on campus.

Our methods included an anonymous student survey, semi-structured interviews with key stakeholders on campus, and a literature review of peer institution sustainability project programming. Our survey results indicate that students have specific project ideas for on-campus sustainable innovation, but lack the resources to access funding on campus. Semi-structured interviews with key stakeholders indicate that there are a considerable amount of existing funding sources on campus, including the newly developed House Sustainability Challenge. Based these results, we conclude that there is not a need for an entirely new Sustainability Innovation Fund. Instead Smith College should utilize existing resources to engage and empower students to create innovate sustainable project on-campus. Furthermore, we recommend that the House Sustainability Challenge act as a foundation to expand into a Sustainability Innovation Initiative (SII) for student-led projects on campus. We provide additional recommendation regarding governance, funding source, project eligibility, applicant eligibility, programming and publicity engagement of the proposed Sustainability Innovation Initiative (SII).
II. Introduction

The climate is changing at an unprecedented rate marking a shift in geological epochs to the Anthropocene (IPCC 2014). Sustainable solutions are needed to mitigate greenhouse gas emissions, adapt to the changes, and build resilience (UN 2017). As centers of innovation, colleges have the opportunity to foster ideas that create climate solutions (SEI 2012). According to Sightlines- University of New Hampshire Report, institutions of higher education have significantly decreased fossil emissions by 22% in the past decade. Academic institutions have the ability to create sustainable changes on campuses which can translate to larger societal changes (Sightlines 2018). For the purpose of this research, sustainability is defined as protecting the environment while advancing social justice and economic well-being for all (United Nations General Assembly 2015).

According the Billion Dollar Green Challenge, sixty-two academic institutions throughout the U.S. have developed green or sustainability funds to encourage tangible change on their campuses (Ozeki 2010 & Billion Dollar Green Challenge 2017). These funds provide students with access to the resources necessary to create environmental changes on-campus. Sustainability funds have significantly improved campus energy efficiency, reduced college carbon emissions, and strengthened campus culture of sustainability (SEI 2012). Sustainability funds have also increased student access to educational opportunities, encouraged students to become leaders in sustainability, and aided students to use their campus as a classroom.

Campus as Classroom is an approach to teaching outlined in the Smith College Strategic plan that connects students and faculty to real-world challenges (Smith College 2016). The Smith College interdisciplinary curriculum highlights the importance of using the campus as a
classroom (Smith College 2015). Smith College also emphasizes the need for students to take initiatives in leadership, which makes the campus poised to experiment with sustainable strategies to address the complex, urgent issue of climate change (Smith College 2016). Though Smith College is dedicated to empowering students to become leaders and to use their campus as a classroom, there is not a clear fund or structure in place to empower students to create a wide range of sustainability initiatives and on-campus projects. However, there is interest at Smith College in developing a structure to address sustainability innovation. Current Smith College initiatives like the House Sustainability Challenge have started the process of making students sustainability leadership possible, but the program is limited in scope and does not engage the entire student body. There is a clear interest from the institution in creating structures to address creating campus as a classroom approaches to sustainability.

Recently, the Study Group on Climate Change recommended that the college “explore the development of sustainability innovation funds to implement cost- and carbon-savings programs” (SGCC 2017). The goal of our project is to explore the development of a sustainability innovation fund in line with the SGCC request. The mission of our research is to explore the need for a sustainability innovation fund at Smith College and determine what makes sustainability funds successful. Our objectives include assessing the need for implementing a sustainability innovation fund at Smith College. We also seek to research existing sustainability resources on campus to determine how they would contribute to the development of a sustainability innovation fund. Lastly, we aim to identify other resources students need to implement sustainable projects on campus.
III. Methodology

We used three different research methods to assess the need for implementing a sustainability fund at Smith College and identifying resources students need to create change on campus. We conducted a thorough peer institution review to determine why other institutions have adopted variations of sustainability funds. We held semi-structured interviews with students, faculty, and staff to determine existing sustainability resources on campus and discover the other resources students need to work on sustainability initiatives. Lastly, we gauged student interest in a sustainability innovation fund through distributing a Qualtrics survey.

Peer institution review

In order to understand what structures other academic institutions use to address sustainability, we conducted a thorough peer institution review. After conducting some preliminary background research, we decided to identify a list of similar institutions with green or sustainability funds. From there, we researched different methods peer institutions use to establish and maintain their funding structures. We collected information from college websites, newspaper articles, email correspondences, and peer reviewed literature for this process. We created a spreadsheet with information detailing twelve other green and sustainability funds at peer institutions to be used to make future policy decisions (Appendix A). This research details the name of a fund, type of funding, amount of money in the fund, funding source, start date, project eligibility, applicant eligibility, governance structure, and project outcomes.

Semi-structured interviews
We identified key stakeholders across campus to interview using the RAPID framework. As shown in Figure 1, RAPID is used to categorize different stakeholders who work together to make decisions and create change. We decided to meet with a wide range of stakeholders in order to introduce the idea of a sustainability innovation fund to a variety of recommenders, agreeers, performers, inputers, and deciders. Interviewing a mix of stakeholders from the RAPID framework is important in order to create change in any institution (Bain & Company, 2011).

Figure 1: RAPID Framework description of stakeholders (Bain & Company, 2011)

We interviewed Emma Kerr and Dano Weisbord from the Office of Campus Sustainability in order to gain input and identify performers for our project. Tim Johnson from the Botanical Garden and Suzan Zachary from the Dean of the College both offered input for our project. We interviewed Zaza Kabayadondo from the Design Thinking Initiative and Monica Dean from the Conways Center for Innovation and Entrepreneurship to gain recommendations. We met with and interviewed Natalia Kreciglowa and Mariyam Indhar, the student co-presidents of the Smith College Investment in understanding the perspective of potential performers. David DeSwert, from Finance & Administration, served as a decider for our project. Our
semi-structured interview process consisted of meeting with our identified stakeholders numerous times. We took notes during the meetings, and asked a similar set of questions tailored to each person and position they held. We transcribed our notes after our meetings which can be found in Appendix B.

Student survey

The last step of our research process included distributing a survey to a randomly selected sample of 200 Smith College students. The survey question and design was created using Qualtrics. The purpose of the survey was to assess whether or not students were interested in expanding sustainability resources at Smith College. Our survey questions can be found in Appendix C. Our survey assessed if students need more resources to work on sustainability initiatives. The questions asked if students knew how to find funding on campus, and if students would be in support of developing a new sustainability fund. The survey concluded by asking students how they would like to structure a new funding source if any, and if they were familiar with existing sustainability funding sources on campus. Our sample of students was cut by Kathryn Aloisio, the Assistant Director of Institutional Research at Smith College. The survey was approved by the Smith College Institutional Review Board and distributed through email on April 12th, 2018.

IV. Results

Results of peer institution review

The results of our peer institution review indicate the types of projects institutions fund through their green and sustainability funds, as well as different policy tools that can be used
across institutions. There are a variety of notable projects and structure ideas that came out of this review. Recently, Wellesley College implemented a solar charging station through their green fund. Hampshire College’s initiative to use LED technology to replace theater and dance studio lights was financed by their Sustainability Revolving Fund. UMASS Amherst’s Sustainability, Innovation, and Engagement Fund (SIEF) financed an Earth Day Yoga event that promoted sustainability education across campus (Appendix A). The Oberlin College Green EDGE fund financed a wide range of projects through their Sustainability Grants in Spring 2016 (Oberlin College 2017).

![Figure 2: Amount of Funding Received for Oberlin EDGE Spring 2016 Projects](image)

Figure 2 indicates that the maximum amount of money awarded for a project was $22,500 for the Oberlin Early Childhood Center Sustainability Project Phase II, while the minimum amount awarded was $775 for the O-Bees Learning Apiary. The median amount of funding awarded per project amounts to $5,000.
Semi-structured interviews with stakeholders

Our interview results indicate that there are already a wealth of funding sources available on campus to finance sustainability initiatives. Suzan Zachary explained that the President’s Innovation Challenge can be open to sustainability initiatives. Zachary also expressed that the Student Government Association (SGA) has conference funding as well as funding for student-organizations who may be doing sustainability work. There are ways of getting funding through the Environmental Science & Policy Program, as well as through the Nancy Kershaw Tomlinson Memorial Fund for an honors thesis. Summer Undergraduate Research Fellowships (SURF) offer another way to receive funding for sustainability initiatives. Lastly, Emma Kerr explained that the House Sustainability Challenge is a newly created way for students to get involved with on-campus sustainability initiatives.

There are, however, other creative ways students could receive funding for sustainability initiatives. The co-presidents of the Smith College Investment Club, Natalia Kreciglowa and Mariyam Indhar, expressed interest in using the dividends from their newly created Environmental Sustainability Fund (an investment portfolio) to finance sustainability initiatives on campus. They expressed that they expect to receive $2000 per year from these dividends.

In one interview, Emma Kerr expressed that there are a lot of funding sources available for students on campus, but limited “channels” of resources for students. Monica Dean noted the importance of increasing mentorship and leadership opportunities on campus, especially for sustainability initiatives. Zaza Kabayadondo emphasized the importance of increasing interdisciplinary collaboration for sustainability initiatives. Lastly, David DeSwert expressed hesitation at the idea of implementing a new funding structure on campus. He explained that it
would be better to improve and use existing structures rather than create an entirely new program.

Survey results

a. Access and visibility of existing funding resources

Survey results indicate a mixed response on whether students are able to access sustainability resources on campus. Figure 3 shows that when reacting to the statement, “I am encouraged to apply for funding,” students responded with a wide range of answers. Figure 4 shows that when reacting to the statement, “funding opportunities are visible,” the majority of students disagree or strongly disagree. Figure 5 shows that when asked if students had heard of the House Sustainability Challenge and what their involvement was, there was a mixed response.

![Figure 3: Student’s reaction to the statement “I am encouraged to apply for funding”](image)

![Figure 4: Student’s reaction to the statement “funding opportunities are visible”](image)
b. Need and interest in a sustainability funding structure

When 65 students were asked if they were in support of Smith College developing a sustainability fund for student-led projects, 89% responded yes, 8% responded saying they were unsure, and 3% responded no. When 65 students were asked if they would be interested in applying to a sustainability fund, 10% responded yes, 68% responded maybe, and 22% responded no. When asked to describe ideas they would like to see funded by a sustainability fund, 26 out of 65 students responded with full answers. Most student interest in sustainability projects include improving dining services and sustainable agriculture on campus. Other student ideas include a better centralized textbook exchange, starting a student-run co-op cafe, creating more sustainable landscapes, and starting a class where students can learn what they can and cannot recycle. Figure 8 indicates that 65 students are interested Smith College funding a wide range of project types. Most students are interested in funding projects related to renewable energy, sustainable agriculture, and social justice projects.
c. How sustainability resources should be structured

Figure 9 indicates that students are overwhelmingly interested in having a sustainability funding structure governed by a distribution of students, faculty, and staff. Figure 10 indicates that students are interested in making this fund open to students with a faculty advisor, a staff advisor, or a community partner. 43 students are willing to pay an average of a $10 fee for a sustainability initiative at Smith.
V. Discussion & Recommendations

The results of our literature indicate a variety of reasons why a college would create a green or sustainability fund. Some of these reasons include funding gaps at the institution, a lack of visibility and access to sustainability initiatives, a need for cost and carbon savings at the institutional level, a shift in campus culture, and educational opportunities for students. A variety of our peer institutions have used a green or sustainability fund to fulfill these needs. Though these colleges typically implement a green or sustainability fund for a mix of the reasons highlighted above, Smith College is in a unique position and does not necessarily need to address these issues.

Our institution already has resources in place to address financing cost and carbon saving sustainability projects. This past month, Smith College committed to partner with other colleges and part of NextEra Energy Resources to construct a utility-scale solar facility. Our institution will purchase around 30% of its electricity through this new system (Smith College, Grecourt Solar 2018). Our interviews also indicate that there is plenty of funding available for facilities to
implement sustainability oriented cost and carbon saving projects across campus (Appendix B). We have a wide range of existing funding opportunities as identified in the results above, whether it be through the House Sustainability Challenge or the wide range of funding opportunities open to students (Smith College: Student Funding 2018). If students are really committed and motivated to implement a project idea on campus, there are often resources for them through CEEDS or another office or department. However, there are not enough visible, structured resources in place to encourage students to participate in sustainability initiatives. Smith College has a need to increase sustainability education, visibility and access of sustainability programming on campus, and implement projects to shift campus culture.

Though our institution does not need to worry about advancing cost and carbon savings projects on campus or addressing sustainability funding gaps like many of our peer institutions, our results indicate that there is a need to improve and expand upon existing sustainability resources. Many students find that they may be encouraged to apply for funding on campus, but do not feel that funding opportunities are visible. Around 28% of students have never heard of the House Sustainability Challenge, and 14% are unsure if they have heard about the challenge. This shows that the House Sustainability Challenge could be better advertised and serve as one way for students to know how to locate funding sources on campus.

The House Sustainability Challenge is missing many opportunities for student-led sustainability innovation on campus by being too limiting in its scope as well as in it’s application eligibility. It is also contributing to over-programming on campus. Most student project ideas revolve around improving sustainability within dining services or increasing sustainable agriculture on campus. These ideas are outside of the scope of the House
Sustainability Challenge, which is limited to improving sustainability in student houses. Our interviews also show that there is a lot of crossover between the House Sustainability Challenge and the preexisting Eco-Reps program. There is already a lot of programming around sustainability within student housing on campus. Many other project ideas proposed throughout student surveys, including creating a textbook exchange system or more sustainable landscapes, or increasing education around sustainability on campus would not be eligible for the House Sustainability Challenge. Many students who live off-campus or have nontraditional living situations (including Ada Scholars) cannot participate in this challenge, which hinders their ability to participate in sustainability on campus.

Our results indicate there is not a need to create an entirely new Sustainability Innovation Fund because there are a variety of existing funding resources for students on campus. However, there is a need to improve access, visibility, and programming to existing opportunities to enable more student-led projects on campus. The House Sustainability Challenge presented many opportunities for student engagement in its first year of operation, but this model needs modifications and improvement in order to make a larger impact across campus. We recommend that the House Sustainability Challenge act as a foundation to expand into a Sustainability Innovation Initiative (SII) for student-led projects on campus. In order to address these findings, we have outlined a series of recommendations for our proposed fund. These recommendations are addressed to Smith College as an institution, and future research should identify specific people and programs to implement each recommendation.
Recommendation #1

Instead of developing an entirely new Sustainability Innovation Fund, use existing resources to serve as a foundation for the creation of a Sustainability Innovation Initiative. Developing a new fund would contribute to overprogramming on campus, and further confuse students about how to receive funding. It would also require additional labor from administrators. We already have programs in place that address sustainability on campus that can be better utilized and expanded upon.

Recommendation #2

The House Sustainability Challenge (HSC) should be expanded into our proposed Sustainability Innovation Initiative in order to have a broader scope and improve applications. Right now, the HSC is limited in scope and eligibility and is also over-programmed with the Eco-Reps program. The HSC is also only focused on cost and carbon saving projects because all projects must have a measurable impact. These restrictions filter out many interesting project ideas students have. Expanding HSC into a broader Sustainability Innovation Fund may improve interest and amount of applications received.

- Action Item #1: Allow students to apply to the Sustainability Innovation Initiative in a collaborative team.
- Action Item #2: Project eligibility should be based on the SGCC sustainability theme of the year in order to focus students around one idea.
- Action Item #3: Select a wide range of cost- and carbon savings projects as well as campus culture change projects to fund.


Recommendation #3

Use existing funding resources to finance student-led sustainability resources on campus. This includes expanding the Office of Sustainability and Planning Partnership with the Conway Center of Innovation and Entrepreneurship, as well as using returns from the Smith College Investment Club fund. If necessary, expand funding resources to include an opt in/ opt out $10 student fee to generate revenue.

Recommendation #4

The Sustainability Innovation Initiative (SII) should be governed by a mix of operators and a committee. SII operators should consist of a mix of staff and student interns. The operators should be in charge of managing scheduling, finance, and overall programming. The committee should be a mix of faculty, staff, and students who are able to mentor applicants and selected students throughout their process. The committee should be interdisciplinary, and could come from the already existing Committee on Sustainability. Additional mentorship roles should come from the Conway Center and Design Thinking Initiative.

- Action Item #1: Find people to take on the roles of operator for the initiative.
- Action Item #2: Coordinate with the Committee on Sustainability to see if they have time in their schedule to take on the added responsibilities outlined for the committee above.

Recommendation #5:
Develop better programming and advertising around sustainability initiatives and funding resources at Smith College.

- Action Item #1: Written documentation on the goals, eligibility, and resource opportunities of existing programs like the House SUSTainability Challenge or proposed Sustainability Innovation Initiative should be available online and accessible to all students.

- Action Item #2: Increase knowledge of student-led spaces surrounding sustainability on campus, including CEEDS and the Design Thinking Initiative.

- Action Item #3: Address the lack of visibility of the House Sustainability Challenge by going to classes to discuss opportunities to engage with sustainability on-campus.

- Action Item #4: Design and promote a sustainability logo for Smith College to make implemented projects more visible to the entire campus.

VI. Conclusion & future research questions

There are many opportunities for future research through this project. Future research should look at this issue more broadly, and ask what the other resources outside of funding are that could increase student-led sustainability initiatives on our campus. Our project focus started with the narrow approach of looking specifically at sustainability/green funds to fix problems on campus. We have learned that there are many other resources students need to enable student-lead on-campus projects. Future work should also assign stakeholders and interested parties responsibilities detailed in our recommendations. In order for our proposed Sustainability Innovation Initiative to become a reality, responsibilities need to be assigned to different parties.
Our project results indicate that there is not a need to establish an entirely new Sustainability Innovation Fund at Smith College, but there are many opportunities available to improve existing sustainability structures. The House Sustainability Challenge should be expanded into our proposed Sustainability Innovation Initiative in order to increase participation and the success of the program.
VII. Literature cited


https://docs.google.com/viewer?a=v&pid=sites&srcid=b2Jlcmxpbi5lZHV8ZWRnZWZ1bmR8Z3g6MzljYzY2MzA2Yzg5ZmU2OQ


Internal Stakeholders:

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<tr>
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<th>Contact</th>
<th>Meeting</th>
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<td><a href="mailto:ekerr@smith.edu">ekerr@smith.edu</a></td>
<td>March 20, 9AM</td>
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<tr>
<td>Dano Weisbord</td>
<td><a href="mailto:dweisbor@smith.edu">dweisbor@smith.edu</a></td>
<td>March 20, 9AM</td>
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<tr>
<td>Mariyam Indhar</td>
<td><a href="mailto:mindhar@smith.edu">mindhar@smith.edu</a></td>
<td>March 23, 2PM</td>
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<tr>
<td>Natalia Kreciglova</td>
<td><a href="mailto:nkreciglowa@smith.edu">nkreciglowa@smith.edu</a></td>
<td>March 23, 2PM</td>
</tr>
<tr>
<td>Suzan Zachery</td>
<td><a href="mailto:szachery@smith.edu">szachery@smith.edu</a></td>
<td>April 16, 2017</td>
</tr>
<tr>
<td>Zaza Kabayadondo</td>
<td><a href="mailto:zkabayadondo@smith.edu">zkabayadondo@smith.edu</a></td>
<td>March 27, 2018</td>
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<tr>
<td>Tim Johnson</td>
<td><a href="mailto:tjohnson@smith.edu">tjohnson@smith.edu</a></td>
<td>April 17, 2018</td>
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<tr>
<td>Monica Dean</td>
<td><a href="mailto:mdean@smith.edu">mdean@smith.edu</a></td>
<td>March 22, 9AM</td>
</tr>
<tr>
<td>David DeSwert</td>
<td><a href="mailto:ddeswert@smith.edu">ddeswert@smith.edu</a></td>
<td>April 24, 2018</td>
</tr>
<tr>
<td>Anonynous Student</td>
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<td>ENV 312 peers</td>
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VIII. Appendices attached

Appendix A: Peer institutions review

Appendix B: Semi-structured interview notes

Appendix C: Qualtrics survey questions
## Appendix A: Peer Institutions

<table>
<thead>
<tr>
<th>College/University</th>
<th>Name of Fund</th>
<th>Type of Fund</th>
<th>Amount of $</th>
<th>Funding Source</th>
<th>Start Date</th>
<th>Eligible Projects</th>
<th>Who is the fund open to?</th>
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<tr>
<td>Hampshire</td>
<td>Sustainability Revolving Fund</td>
<td>Green Revolving Fund</td>
<td>Varies</td>
<td></td>
<td>2011</td>
<td>Eligible projects - Efficiency Projects: show quantifiable reductions in fossil fuel energy costs, waste disposal costs, and/or water costs - Innovation &amp; engagement projects: cost savings w/ research &amp; community engagement that leads to progress sustainability goals</td>
<td>Students, staff, and faculty can propose projects, but collaboration between groups is encouraged</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Invested by the Board of Trustees</td>
<td></td>
<td>Project criteria - Efficiency - demonstrable reduction w/ payback time of five years or less, an additional 50% of loan amount must be paid back w/in 8 years - Other grants will be small</td>
<td></td>
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<tr>
<td>Mt. Holyoke</td>
<td>The Green Revolving Fund</td>
<td>Green Revolving Fund</td>
<td>$150,000</td>
<td></td>
<td>2015</td>
<td>- energy conservation, renewable energy - other sustainability projects that reduce resource use &amp; generate cost savings</td>
<td>-Any member of the campus community (including students) -energy audit by an independent consultant</td>
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<td>Amherst</td>
<td>Prince Albert II Foundation (PA2F) Green Revolving Fund</td>
<td>Green Revolving Fund</td>
<td>$2 million</td>
<td>Alum Donation</td>
<td>2015</td>
<td>-energy efficiency, RE, building retrofit -address goal of carbon neutrality</td>
<td>Any student faculty, staff, student group, academic class, or faculty/staff and student team can propose a sustainability project. Campus members will be limited to receiving one grant per year</td>
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<td></td>
<td>Sustainability, Innovation, &amp; Engagement Fund (SIEF)</td>
<td>Green Revolving Fund</td>
<td>Unknown, but maximum grant is worth $65,000</td>
<td></td>
<td>2015</td>
<td>Type 1: Projects that have a quantifiable economic payback and will refresh the fund over time. Type 2: Projects that don't have quantifiable payback but engage the campus community in reducing environmental impact or enriching student experience</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Initially funded out of Princeton's seed capital, then funded by class of 1957 alumni</td>
<td></td>
<td>Criteria: ALL proposals must demonstrate how the project will support activities that significantly engage the campus community and improve the sustainability of the institution. Type 1 project proposals (those with tangible cost savings) must have a payback of five years or less. Type 2 project proposals (those without tangible cost savings but have a social value) must demonstrate how the project engages the campus community in reducing environmental impact, enriches student experience, adds aesthetic value to campus, creates social equity, or increases environmental awareness and comprehension. All proposals must demonstrate a long-term value to the University. No proposal may exceed a quarter of the current value of the total fund. Proposals cannot pay for faculty, staff, or student salaries or wages, or for the purchasing of carbon offsets or off-site renewable energy. A student designed grading rubric is used to rank the project proposals. Only the top ideas will be proposed for funding.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 2: Projects that require a one-time investment rather than a need for sustained investment. Projects that help the College achieve its goal of carbon neutrality by 2035 (through projects that directly reduce other aspects of the community's environmental footprint are also considered important). Projects that are tied to the curriculum and academic life at Swarthmore. Projects that require a one-time investment rather than a need for sustained investment. Projects that communicate to and educate the College community about the importance of personal responsibility and individual behavior change.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Initially funded out of College's working capital, then funded by class of 1957 alumni</td>
<td></td>
<td>Tailored to students, but encourages collaboration efforts from both students, faculty, and staff</td>
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<td></td>
<td>The Green Fund</td>
<td>Green Fund</td>
<td>Gives student projects $1000 max for green initiative</td>
<td>Created by Sustainable Initiative Consulting Board</td>
<td>2015</td>
<td>- reducing campus emissions and improving Barnard's environmental performance - tailored to meet Barnard's sustainable goals</td>
<td>Any Swarthmore College student, professor, staff member, or alumna may propose a project</td>
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<td>Seven Sisters</td>
<td>Class of '57 Green Fund</td>
<td>Green Revolving Fund</td>
<td>Initially</td>
<td></td>
<td>April 2014</td>
<td>- support improvements in energy efficiency</td>
<td>Typically run/implemented by admin. The STUDENT Sustainability Challenge (2017-2018) set aside several thousand dollars for a challenge where students submitted a proposal to make the campus more sustainable in some way.</td>
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<td></td>
<td>The Green Fund</td>
<td>Green Fund</td>
<td>Gives student projects</td>
<td>Created by Sustainable Initiative Consulting Board</td>
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<td>Other Peer</td>
<td>Swarthmore Green Initiatives Fund</td>
<td>Annual Green Fund</td>
<td>$234,000</td>
<td>Carbon Charge Fund</td>
<td>2016-17</td>
<td>Energy Strategy for Sustainability and Resilience energy projects</td>
<td>Innovative pilot projects that have the potential to expand to create greater positive impact on campus (e.g., something piloted on a dormitory floor that is eventually adopted by the whole dorm or all dorms on campus). Projects that help the College achieve its goal of carbon neutrality by 2035 (through projects that directly reduce other aspects of the community's environmental footprint are also considered important). Projects that are tied to the curriculum and academic life at Swarthmore. Projects that require a one-time investment rather than a need for sustained investment. Projects that communicate to and educate the College community about the importance of personal responsibility and individual behavior change.</td>
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<td></td>
<td>Yale Green Fund</td>
<td>Finals fund</td>
<td>$1 million</td>
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<td>2002</td>
<td>The Fund will be used to finance environmental activities proposed by the Provost's Advisory Committee on Environmental Management (ACEM). The Fund will be used to finance environmental activities proposed by the Provost's Advisory Committee on Environmental Management (ACEM).</td>
<td>The Fund will be used to finance environmental activities proposed by the Provost's Advisory Committee on Environmental Management (ACEM).</td>
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<td></td>
<td>Yale Community Carbon Fund (YCCF)</td>
<td>Carbon Offset fund</td>
<td>Personal or Department contributions (use the YCCF online calculator and then donate to offset emissions)</td>
<td></td>
<td></td>
<td>Carbon Offsets; Donates to: Connecticut Children's Healthy Homes Program, Urban Resource Initiative, Nexus</td>
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<td>Governance structure</td>
<td>Fund Outcomes (projects)</td>
<td>Relevance to Smith</td>
<td>Links</td>
<td>Person to Contact</td>
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<td>Environmental Committee: oversees application and review process, approves projects w/ Hampshire College Business Office &amp; Department of Facilities and Grounds</td>
<td>- env committee votes to fund the project, and all involved offices need to agree to project terms</td>
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<td>Steve Roof</td>
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<td></td>
<td>- LED technology to replace theater lights and dance studio lights</td>
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<td>- Installation of &quot;low flow&quot; shower heads in Stone/ Davis Hall - fits into goal of reducing water consumption by an additional 25%</td>
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<td>Dorothea Von Herder</td>
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<td></td>
<td>- Book Arts Program invited Amanda Nielsen to make art-fostering awareness about responsible use of paper on campus</td>
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<td>- Replaced existing metal halid lights with double lamp flourescents in Davis Parking Facility = 60% reduction of electrical consumption</td>
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<td>- Bike Sharing Program</td>
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<td>- Two hybrid/ electric vehicle charging ports</td>
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<td>- Reusable water bottles @ first year student orientation</td>
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<td>- Dyson airblandes installed in campus center - one of the more energy efficient &amp; powerful hand dryers</td>
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<tr>
<td>College/ University</td>
<td>Name of Fund</td>
<td>Type of Fund</td>
<td>Amount of $</td>
<td>Funding Source</td>
<td>Start Date</td>
<td>Eligible Projects</td>
<td>Who is the fund open to?</td>
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<tr>
<td>Oberlin</td>
<td>Oberlin College Green EDGE Fund</td>
<td>Mix of Green Fund &amp; Revolving Fund (for efficiency loans)</td>
<td>Initially $40,000 from admin for efficiency loans, ~$100,000 for sustainability grants generated by student fees</td>
<td>Efficiency Loans: funded through Oberlin College - Sustainability Grants &amp; Management Fund</td>
<td>2008</td>
<td>- Efficiency Loans: projects that reduce resource consumption and have clear financial savings for Oberlin, operates on a revolving loan fund model - Sustainability Grants: for projects that do not have clear financial savings for Oberlin, do not have to result in direct resource use reductions, but do promote environmental sustainability - Carbon Management Fund Grants: projects that provide verifiable sequestration of carbon situated in or around Oberlin</td>
<td>Either students/ faculty, or staff/ faculty</td>
</tr>
<tr>
<td>Middlebury</td>
<td>Middlebury Green Revolving Loan Fund</td>
<td>Revolving Fund</td>
<td>$300,000</td>
<td>Donation</td>
<td>2011-12</td>
<td>The fund may be used for any project that supports sustainability or energy conservation that have quantifiable savings and which meet return on investment criteria. Successful loan projects will reduce annual operating expenses, decrease greenhouse gas emissions, decrease energy costs, and engage students, staff and faculty in the effort to reduce energy use and raise environmental awareness.</td>
<td>Student, Faculty, Staff member</td>
</tr>
<tr>
<td>Carleton</td>
<td>Carleton Green Revolving Fund</td>
<td>Green Revolving Fund</td>
<td>$1 million; funding provided for 3 projects</td>
<td></td>
<td>2015</td>
<td>- positive environmental impacts and - demonstrate financial payback, the student experience, innovation, risk reduction, demonstrates social or community responsibility - GRF provides upfront capital costs, applicant department/ workplace agree to repay the funds via savings achieved by projects</td>
<td>students, faculty, staff</td>
</tr>
</tbody>
</table>
### Governance structure
- Student Board, Student Senate Liaison, Office of Environmental Sustainability Liaison, Primary Administrative Board Member, Secondary Administrative Board Member, Faculty advisors
- Student Board responsible for decision-making processes, direct oversight from two admin board members, faculty advisors provide feedback

### Fund Outcomes (projects)
- Efficiency Loans
  - Low flow shower heads in Dascomb
  - Water heater jackets in woodland st. housing
  - Veggie-oil tractors conversion
  - Village housing efficiency upgrades
  - Halogen gym lighting retrofit
  - LED bulbs for EXIT signs
  - CDS compost pulper

- Sustainability Grants
  - Hybrid hydraulic refuse and recycling collection vehicles
  - Oberlin farmers market food stamp incentivization pilot program
  - Oberlin food rescue bike trailer
  - Ecolympics 2014 prizes
  - RCT Trash/Recycling receptacles
  - Carbon management fund tree planting purchases and labor costs

### Relevance to Smith
- http://ocsites.oberlin.edu/edgefund/the-life-of-a-proposal
- edgefund@oberlin.edu or Karl Offen

### Efficiency Loans
- http://www.middlebury.edu/sustainability/tools/RLF
- http://www.middlebury.edu/newsroom/node/290385
- Director of the Sustainability Integration Office at 802-443-5043 or jmbyrne@middlebury.edu

### Sustainability Grants
- greenfund@carleton.ca

### Link
- 

### Person to Contact
- 

### Green Revolving Fund Committee
- Has funded 12 projects to date
- Tennis bubble insulation and conservation project: reduce utility and operational costs by 30% and change all the lighting to LED lights
- Campus Kitchen Exhaust Retrofit: reduce the loss of conditioned air from buildings, reduce fan electrical usage through scheduling
- Sustainable Vacuum pumps for science: stop the waste of over 1400 cubic meters of water per year from laboratory operations
Appendix B: Interview Notes

David DeSwert Meeting Notes
- Who is the advisor of investment club fund?
- “Annual draw” from the endowment
- Drawdowns are viable options for funding
  - Dividends vs. unrealized
- There is a lot of “noise of different opportunities”
  - Try to consolidate resources to be less confusing
- Revolving fund works well for a decentralized institution, but Smith is centralized in its budget
  - Think about infrastructure management with a revolving fund

Investment club meeting notes
- ESG: social and governance included
- Org structure: founded in early 2000s, Prof. Kaufmann is the advisor
- Meets 7pm on Wednesdays, stock pitch funded under conway center
- Seed funding from alums
- Uses own criteria for ESG
- Conway center and innovation center --> encourage design thinking... deepest pockets --> Prize in Draper competition --> think about Draper donating to the fund
- 2015- $2082 -> 25% goes to SGA and 75% goes to financial aid
- 2016- $3271.39
- So for a $100,000 portfolio, it would be less “$2000 a year would be a relatively good estimate”
- Possible funding sources:
  - Conway Center
  - Outside grants
  - Design Thinking Center
  - Draper
  - Alum donation

Emma Kerr:
- It would be useful to have a channel of resources so that students know where to go to find what they need for their projects
- Using existing resources like the Committee on Sustainability
- HSC
  - Drying rack implementation in Capen/ Morrow
  - Only implements ONE project every two years (1 year for challenge, 1 year for implementation)
  - Room to enhance this program or project
  - Longevity is unclear
o Lots of room for improvement—mostly focused on capital and cost savings projects
  ■ Projects have to have a measurable impact, which is more difficult with education and broader social change projects
o Conway Center is involved in creating a curriculum
  ■ Opp to merge ideas
o Competition: no aspect of coaching
  ■ Can this be transformed?

● Tie our idea into themed years outlined in the SGCC
  o Women & Sustainability
● ‘Broad projects are better
● Is competition and challenge the best model? Who misses out on house based projects?

Dano Weisbord:
  ● What is the need?
    o Provide the reasons to make the case for a new fund or don’t make one
    o Build a solid foundation in order to create organizational change through innovative ideas
  ● Big three ? for institutional change:
    o What are you doing now?
    o What would you do differently?
    o What is holding you back from doing that?

  ● Talk to people because you never know what ideas you’ll shake loose

Tim Johnson: botanic gardens
  ● Many ideas for student-led projects in the botanic gardens: direct air flow circulation to be efficient, small scale RE (transparent experimentation), electric mowers, invasive species management, thought leaders & speakers
  ● Existing mentorship opportunities:
    o Summer internships
    o Work study
    o ~5 students per year
  ● Challenge identified:
    o NOT money-> no shortage of opportunities
    o Time
    o Mentorship
    o Interest & momentum
  ● Interdisciplinary Engagement ideas:
    o Micro-engagement: stop by classrooms, houses, etc.
    o Hands-On workshops
Zaza Kabayadondo:
- Engage students across campus through interdisciplinary research

Suzan Zachary
- Mostly handles conference funding
- Julia Ohotnicky is big on leadership
- Creating a fund would be easy if it had a leadership component, lots of $ for leadership @ the institution
- Talk to Tamra Bates & the President re: innovation funds

Monica Dean
- HSC
  - Partnerships → more collaborative as possible
  - Go to classes and speak in person (?)
  - Could have better marketing
  - Entrepreneurial manner → innovation
  - 1st thing employers ask about is the Draper Competition → explain how the project works
- Talk to Delisa Kim
- Are there CEEDS grants? Faculty grants - specify
Appendix C: Qualtrics Survey Questions

Sustainability Fund

Start of Block: Introduction

Q29 You are being asked to participate in a research project entitled, "Assessing the Interest for a Sustainability Fund at Smith College." We are distributing this questionnaire to a random sample of Smith students. A sustainability fund may allow students to implement sustainable projects on campus. For the purposes of this project, sustainability means protecting the environment while advancing social justice and economic well-being for all.

The questions will take approximately 5-10 minutes to complete. This survey will be anonymous; no one, including the researchers, will be able to associate your responses with your identity. You have the right to not answer any single question or to withdraw from the survey at any point. If you complete this survey, you will be entered into a drawing for a $10 campus center gift card!

This survey is designed for the class Sustainable Solutions with Dr. Alex Barron. You have the right to ask questions about the research study and to have those questions answered before completing the study. Please contact the authors, Breanna Parker at bjpark@smith.edu and/or Rachel Moskowitz at rmoskowitz@smith.edu. If you have any other questions, concerns, or comments regarding this survey please contact the Smith College Institutional Review Board at https://www.smith.edu/irb/contact.html.

Do you consent to participate in this research survey?

- Yes (1)
- No (2)

Skip To: End of Survey If You are being asked to participate in a research project entitled, "Assessing the Interest for a... = No

End of Block: Introduction

Start of Block: Background information
Q1 What is your graduation year?

- 2018 (1)
- 2019 (2)
- 2020 (3)
- 2021 (4)
- Other (5) ________________________________________________

Q31 Which area of study describes your major/minor/concentration? Select all that apply.

- Arts (1)
- Foreign Language (2)
- Literature (3)
- Historical studies (4)
- Mathematics and analytic philosophy (5)
- Natural science (6)
- Social science (7)
- Engineering (8)

Q32 From your perspective, does your major/minor/concentration focus on sustainability?

- Yes (1)
- Somewhat (2)
- No (3)
### Funding projects

**Q8**  
How do you perceive getting funding for student-led projects on Smith's campus?

<table>
<thead>
<tr>
<th>I know how to find funding (1)</th>
<th>Strongly agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly disagree (5)</th>
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<tbody>
<tr>
<td>Funding opportunities are visible (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>I have access to funding (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>I am encouraged to apply for funding (4)</td>
<td>○</td>
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### Campus sustainability

**Q45** For the purposes of this survey, we decided to define sustainability as protecting the environment while advancing social justice and economic well-being for all.

**Q15** How sustainable do you consider Smith College to be on a scale from 1 to 10, where 1 is not sustainable and 10 is very sustainable. Consider campus operations, curriculum, lectures, events, etc.

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Q46 A sustainability fund is one way to finance sustainability projects on college campuses. Many of our peer institutions have established a green fund or sustainability fund to promote student involvement in on-campus environmental issues.

Projects may include renewable energy installations, waste reduction, environmental education, food management, student transportation, social justice, along with many other ideas.

Q28 Do you have any ideas for a student-led on-campus sustainability project?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q18

Would you be in support of Smith College developing a sustainability fund for student-led projects?

○ Yes (1)

○ Unsure (2)

○ No (3)
Q49 Would you be interested in applying to a sustainability fund?

- Yes (1)
- Maybe (2)
- No (3)

Q41 What types of projects would you be most interested in Smith College funding through a Sustainability Fund?

<table>
<thead>
<tr>
<th>Project</th>
<th>Extremely interested (1)</th>
<th>Very interested (2)</th>
<th>Moderately interested (3)</th>
<th>Slightly interested (4)</th>
<th>Not interested at all (5)</th>
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<td>Building Efficiency (1)</td>
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<td>Renewable Energy (2)</td>
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<td>Transportation (3)</td>
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<td>Sustainability Education (4)</td>
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<td>Sustainable agriculture (5)</td>
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<td>Social justice (6)</td>
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<td>Other (7)</td>
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Q42 Where do you think projects supported by a Sustainability Fund should be located? Select all that apply.

- On Campus (1)
- Pioneer Valley (2)
- Regionally (3)
- Globally (4)

Q47 Who do you think should be eligible to apply to this proposed fund? Select all that apply.

- Students with a faculty advisor (1)
- Students with a staff advisor (2)
- Students with a community partner (3)
- Students alone (4)
- Faculty alone (5)
- Staff alone (6)

Q43 Who do you think should be involved in making the decision to select projects to be funded by a Sustainability Fund?

- Exclusively students (1)
- Exclusively faculty and staff (2)
- Distribution of students, faculty, and staff (3)
Q22 Would you be willing to pay an annual fee that would go to a Sustainability Fund and help pay for sustainable initiatives on campus? If not, select zero. If so, what amount of money would you be willing to pay?

(1)

End of Block: Structure of fund

Start of Block: House Sust

Q51 Have you heard of the House Sustainability Challenge?

- Yes- I participated (1)
- Yes- I did NOT participate (2)
- Maybe (3)
- No- I have not heard of it (4)

End of Block: House Sust

Start of Block: Thank you

Q35 Thank you for taking the time to fill out our survey. We appreciate your response.

Please click this link if you want to be entered into a pool to win a prize for completing this survey.

End of Block: Thank you