Mills College

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

188,977,832 *US/Canadian $*

Total campus area:

135 *Acres*

IECC climate region:

Marine

Locale:

Large city

Gross floor area of building space:

955,269 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

8,000 *Square Feet*

Floor area of healthcare space:

1,165 *Square Feet*

Floor area of other energy intensive space:

58,000 *Square Feet*

Floor area of residential space:

322,037 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

5

Number of academic departments (or the equivalent):

17

Full-time equivalent enrollment:

1,465

Full-time equivalent of employees:

363.49

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

922

Total number of graduate students:

626

Number of degree-seeking students:

1,533

Number of non-credit students:

15

Number of employees:

541

Number of residential students:

616

Number of residential employees:

18

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Mark Henderson
Assistant Professor of Public Policy
Public Policy

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	913	432
Number of sustainability courses offered	24	18
Number of courses offered that include sustainability	19	31

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

15

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

50

Number of years covered by the data:

Three

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

SustainabilityintheCurriculumandFacultyResearch2013-2014.docx

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

ARTS 109 Adv. Painting
BIO 110 Cal Flora
BIO 125 Ecology
BIO 149 Conservation Biology
BIO 158 Marine Biology
DNC 034/134
ECON130 Economics of Poverty, Inequality and Discrimination
ECON 153/MGMT 253 Environmental Economics
ECON 134/PPOL 215 Public Sector Economics
ECON 138/MGMT 238 Environmental Sustainability & Business
ECON 139 Urban Economics
EDUC 180/280 Economics of Climate Change, Environmental Economics
EDUC 348 Building Structures for Equity, Excellence and Access

ENVS 022 Intro to Environmental Science

ENVS 050 Environmental Geology with Laboratory

ENVS 105 Oceanography

ENVS 107 Biogeochemicals and Climate Change

ENVS 115 Environmental Geochemistry with Laboratory

ENVS 179 Directed Research (Urban Reservoirs Project)

ETHS 039 Raíces (roots): Latin America & Caribbean

ETHS 042 Ethnicity and Environment in California

ETHS 047 Third World: Colonialism and Globalization

ETHS 112 Race, Gender, and the Environment

MGMT 272 Socially Responsible Business

PPOL 150 Environmental Policy Analysis

REL 180 Sustainability and Spirituality

Classes that include sustainability

BIO 002 General Biology II with Lab

BIO 049 Evolution for Future Presidents

BIO 144 Animal Behavior

BIO 161 Vertebrate Biology

BOOK 117/217 Visible Language

BOOK 184/284 Books as Multiples, Publishing on the Letterpress

BOOK 113/213 Artists' Books: Concept, Content, Form

ECON 142 Industrial Organization and Public Policy

ECON 155/MGMT255 International Trade

ECON 158/MGMT 219 International Finance

EDUC 303 Teaching Children Mathematics

EDUC 305A Curriculum and Instruction for Secondary Mathematics and Science

EDUC 385 Student Teaching in the Secondary School

ENG 280 Special Topics in Literature and Culture

ENG 155/255 Creative Writing

GOVT 141 Politics of Developing Nations

GOVT 60

ICL 181 Social Change Leadership Seminar: Theory and Practice

ICL 187 Civic Leadership and the Social Text

MGMT 200 Microeconomic Theory

MGMT 226 Management Information Systems

MGMT 232: Operations Management

MGMT 244 Leadership and Ethics

MGMT 209 Economics for Managers

MGMT 230 Marketing Management

MGMT 233 Marketing Research

MGMT 236 Managerial Economics

MGMT 290 Strategic Management

MUSIC 242 Music Improvisation Ensemble II

PPOL 015 Introduction to Public Policy and Economic Analysis

PPOL 100/200, Methods of Policy Analysis

PPOL 230, MPP Integrative Core I

PPOL 231 MPP Integrative Core II

PPOL 180 Special Topics

PPOL 227 Local and Community Policymaking, Planning and Management

REL 40 Introduction to the Study of Religions

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

http://www.mills.edu/green/

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

Faculty were asked to complete a brief online survey indicating which, if any, of their courses are "sustainability focused" or "sustainability related."

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

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

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

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
128

Total number of graduates from degree programs:
600

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

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

Environmental Studies, Environmental Science, Child Development, Ethnic Studies, MBA, Public Policy, Biopsychology, English

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

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

Undergraduate Program

Responsible Party

Mark Henderson
Assistant Professor of Public Policy
Public Policy

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

Environmental studies is an interdisciplinary major designed to provide students with an understanding of ecological processes and environmental problems. This foundation is necessary for the analysis and resolution of conflicts between human activities and the biosphere. Such conflicts not only threaten the quality of life on Earth, but also raise questions concerning values, aesthetics, and social structure in modern civilization. Solutions to environmental problems will require the interaction and cooperation of people trained in a variety of fields in addition to science, including law, public policy, communications, education, and business. Therefore, the major provides an opportunity to explore contributions from a variety of disciplines, including biology, chemistry, government, economics, anthropology, sociology, ethnic studies, and literature.

The website URL for the undergraduate degree program (1st program):
http://www.mills.edu/academics/undergraduate/evst/

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

Environmental Science

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

Environmental science is an interdisciplinary major focused on the application of scientific principles to the study of human interactions with the natural environment. As a science major, it provides a solid background in chemistry, biology, and earth sciences, including many courses with a strong environmental emphasis.

The environmental science major is offered within the tradition of a liberal arts education, with its emphasis on broadly based explorations of diverse disciplines. Students will have opportunities, both through the major and through additional elective courses, to explore environmental issues from a variety of perspectives. The environmental science major will prepare students for careers as practicing scientists in industrial or governmental laboratories or in private consulting firms, where they might work to better understand and solve specific environmental problems. It provides a strong foundation for graduate study in environmental science, toxicology, ecology, or related fields. It is also excellent preparation for students interested in science writing or in teaching science at various levels.

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

http://www.mills.edu/academics/undergraduate/envs/

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

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

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

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

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

Yes

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

Environmental Studies

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

Environmental studies is an interdisciplinary major designed to provide students with an understanding of ecological processes and environmental problems. This foundation is necessary for the analysis and resolution of conflicts between human activities and the biosphere. Such conflicts not only threaten the quality of life on Earth, but also raise questions concerning values, aesthetics, and social structure in modern civilization. Solutions to environmental problems will require the interaction and cooperation of people trained in a variety of fields in addition to science, including law, public policy, communications, education, and business. Therefore, the major provides an opportunity to explore contributions from a variety of disciplines, including biology, chemistry, government, economics, anthropology, sociology, ethnic studies, and literature

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

http://www.mills.edu/academics/undergraduate/evst/

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Mark Henderson
Assistant Professor of Public Policy
Public Policy

Criteria

Institution offers at least one:

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

> And/or

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

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:
No

The name of the sustainability-focused, graduate-level degree program (1st program):

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

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

The name of the sustainability-focused, graduate-level degree program (2nd program):

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

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

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

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

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

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

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
Yes

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):
MBA Program with a Concentration in Socially Responsible Business

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

The Master in Business Administration program at the Lorry I. Lokey Graduate School of Business educates ethical and socially responsible organizational leaders who have the strategic perspective, analytic abilities, business knowledge, and leadership and management skills to deliver strong financial performance while mindfully making a positive impact on society and the environment.

Our program emphasizes the four pillars of socially responsibility and shared value: ethical decision-making and governance, social and community accountability, diversity and inclusion, and environmental sustainability. These values are integrated throughout our curriculum, our co-curricular activities and our partnerships with organizations that share similar values. Across the curriculum, the faculty emphasizes real-world applications and learning from both theory and practice.

Recognizing Mills' long-standing commitment to women's education and diversity, our program is distinguished among business schools by the rich diversity of identities, experiences, and perspectives that our students bring to enhance our programs and classroom experience. It also positions the Lokey Graduate School of Business as an important source of talent for employers seeking to strengthen diversity within their managerial and leadership levels.

The curriculum is designed to ensure that our graduates have the analytic and quantitative skills they need to advance to senior management levels. Students develop a strong foundation for effective problem-framing, problem-solving, and decision-making through rigorous course work in economics, accounting, quantitative methods, and finance.

Building on this foundation, our students learn how to deliver enterprise-wide value through our required core courses in marketing, operations, human resources management, and management information systems. These courses in the functional areas of management are supplemented by two additional core courses designed to hone students' leadership skills and perspectives—leadership and ethics, and our capstone integrative course in strategic management.

Students supplement the foundation and core curriculum through electives, which allow them to either broaden their knowledge and skills in management or deepen their knowledge and expertise through a concentration in accounting, finance, marketing, nonprofit management, or socially responsible business.

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

http://www.mills.edu/academics/graduate/mba/program/flex_requirements.php

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

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

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

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

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

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

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

    And/or

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

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

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

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:
No

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

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

Sustainability Literacy Assessment

Responsible Party

Mark Henderson
Assistant Professor of Public Policy
Public Policy

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Mark Henderson
Assistant Professor of Public Policy
Public Policy

Criteria

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

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

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

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

Incentives for Developing Courses

Campus as a Living Laboratory

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

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

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

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

	Yes or No

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

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

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

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

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

The Sustainability Committee partnered with a professor in the Sustainability and Business class for several years to provide opportunities for students to take on projects related to furthering campus sustainability. The last time this partnership took place, two students took on energy-related projects. The first student was an undergraduate and took on the project of Power Down Day energy tracking. She monitored and analyzed campus-wide energy data on Power Down Days (days with targeted educational outreach in reduction) vs other days that did not have the targeted outreach. Because the campus was in partnership with the utility company to reduce energy usage on those days, insight into the success of outreach efforts into reduction was extremely helpful. A graduate student took on the coordination, partnership management, and program development of a pilot project in energy management with a company called I'm in Control. This collaboration led to an electricity competition between the two first year residence halls and overall energy monitoring of those buildings. The pilot was successful and led to an ongoing relationship.

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

For many years, a Biology class called "Exploring the World of Plants" included a service learning requirement. Students in the class had to interact with plants and dirt on campus, supporting the Botanic Garden, creek restoration work days, and the initiation of the Urban Farm at Mills College. For the past three years, the students in Exploring the World of Plants class received a demonstration from the Grounds Manager in the basics of how to plant. Several years ago this demonstration was accompanied with a large toyon planting, bringing back the native landscape heritage of campus. Each Spring semester, the Introduction to Environmental Science course requires that students complete a group project that includes data collection and a service to the community. Projects have supported the creek, such as testing for the presence of environmentally sensitive insects (BMIs) and conducting a native plant inventory to track the survival rate of native seedlings planted at the restoration site.

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

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

A Masters in Public Policy candidate chose to complete her Masters Policy Report on Mills College transportation policies and how they relate to reducing greenhouse gas emissions. An executive summary is as follows:

Mills College seeks to reduce its carbon footprint by encouraging sustainable practices on campus. While efforts have been made to reduce the footprint caused by utility usage, transportation practices have contributed to a considerable portion of the College's environmental impact but have yet to be addressed. This policy report provides an analysis of current transportation practices by

community members through surveys, parking conditions through spatial analysis using geographic information systems, and services provided by the institution, including the ridership and level of service of the Mills Shuttle and a car share program. Following these series of analyses, several constructed goals, based on research and data collection, are evaluated in the context of cost, feasibility and the approach's ability to meet the environmental and fiscal sustainability goals and objectives of Mills College. Goals consist of immediate, short term, and long term approaches to be implemented chronologically and following satisfactory data collection and further analysis. This report lays the foundation for research, planning, and implementing long-term strategies that will address the number of private vehicles on campus. It is recommended that Mills College incrementally and chronologically implement each of these approaches in order to see the greatest reduction in greenhouse gas emissions.

A positive outcome is that Mills College is poised to address transportation at large via policies to increase access to the campus and community, while decreasing cost for transportation. This report will inform any new parking programs that come into place.

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

Each year, Mills College participates in the National RecycleMania Competition, and includes a context-specific program on campus called the RecycleMania Residence Hall Competition. Each Spring semester, the Introduction to Environmental Science course requires that students complete a group project that includes data collection and a service to the community. Almost every year, a student group takes on this activity as it is such a clear project that teaches about the scientific method, data collection, the functioning of recycling and compost programs, and how to analyze that data in a way that makes sense to the general public.

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

Professor Kristina Faul's research on "The Role of Small Upstream Reservoirs in Trapping Organic Carbon, Nutrients, and Metals in the San Francisco Bay Area" includes approximately ten students per year over the last three years, who are involved in this directed research class, and every year one of them presents this research at a conference. Directed research includes water quality and soil testing conducted on campus in Lake Aliso. As the data is collected and interpreted, it will help inform operational practices in water management on campus.

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

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

The Dance department has had a semester-long residency with Oakland's Axis Dance Company. AXIS Dance Company is an acclaimed innovative ensemble of performers with and without disabilities, and has pioneered a modern dance form called physically integrated dance. Students investigate what constitutes dance and who can dance.

The Dance department also participated in the Cunningham Time Capsule by fostering research by faculty Holley Farmer and 2014 graduate Annabel Clarance, sponsoring on-campus and local presentations on Merce Cunningham's use of the computer to make dances--i.e. making distant linkages while staying at home.

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

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

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

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Mark Henderson
Assistant Professor of Public Policy
Public Policy

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

21

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

99

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

14

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

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

SustainabilityintheCurriculumandFacultyResearch2013-2014.docx

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

Robert Anderson, M.D. Anthropology/Sociology
Lisa Urry Biology
Lara Durback Book Art
Kristina Faul Chemistry
Molissa Fenley Dance
Lorien Rice Economics
Roger Sparks Economics
Elizabeth Baker Education
Greg Tanaka Education
Kara Wittman English
Cornelia Nixon English
Déborah Berman Santana Ethnic Studies
Carol Theokary GSB / MBA Program
Bill Issel History
Dave Meader Management / MBA
Martin Benjamin Philosophy
Carol George Psychology
Mark Henderson Public Policy

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

A six-question survey using Google Forms was sent out to faculty members in November 2014 with an introduction from a faculty member. It asked for their name and department. It asked if their research included issues of sustainability, and if so, to briefly describe it. It asked if they taught any "sustainability classes" or "classes that include sustainability" and to list them. This enabled us to collect both quantitative and qualitative information.

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

Lisa Urry, Biology:
I ran a workshop at the National Association of Biology Teachers in Dallas TX 10/31 - 11/3/12 that surveyed faculty as to their inclusion of sustainability in their curricula. In fields of biology, there were many ways the concept was included, without being mentioned by name.

Lara Durback, Book Art:
Letterpress printing using only reused items; studio practice which considers reuse and energy saving; presentation on panel "What Does Sustainability mean to Printers?" at College Book Art Association conference hosted at Mills.

Kristina Faul, Chemistry:

Investigation of whether urban reservoirs serve as sources or sinks for contaminants to the SF Bay with a focus on acid mine drainage impacted Lake Aliso on the Mills Campus. Research funded by SeaGrant for two years.

Molissa Fenley (Dance) leads choreography classes in developing site-specific dances that are performed outside on campus. In presenting the dances, she says, "we are in conversation of our relationship to the outside environment: its beauty, our responsibility, our joy, the reciprocity." Her current project, Water Table, is a response to freshwater issues including glacial melting and the use of spring water in coal extraction on the Black Mesa of the Hopi Nation.

Yulia Pinkusevich (Studio Art) works with reclaiming and recycled materials to make art, organized a field trip bringing students to the Recology "dump" (resource recovery and transfer station) in San Francisco, and lead a project around sustainability.

Roger Sparks (Economics) has studied the tendency of households and companies to require very high rates of return in order to make energy-saving investments, and has evaluated how the low carbon fuel standard will increase the diversity of fuel supplies and reduce the market power of a petroleum-based fuel sector.

The website URL where information about sustainability research is available:

http://www.mills.edu/green/

Support for Research

Responsible Party

Kristina Faul
Associate Professor of Geochemistry & Environmental Geology
Chemistry and Physics

Criteria

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

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

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

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

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

Mills College encourages "sustainability" research through participation in a directed research project in Environmental Science (0.25 credits per semester) during the academic year and also through summer student research in Chemistry (Langsley Fellowships) and Biology (Barrett Fellowships) both of which are $4K stipends for summer plus some funds for materials and equipment. Many faculty conduct research in environmental science, broadly defined, in both the Chemistry and Biology departments.

Within the MBA and MPP graduate programs, there are applied research projects with incentives including financially supported fellowships and credit.

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

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

No

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

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

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

Yes

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

In evaluating faculty, the policy of the Mills College Committee on Appointments, Promotion, and Tenure is to consider all evidence of scholarly productivity, within and across disciplinary boundaries.

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

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

No

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

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

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

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

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

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

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

Number of degree-seeking students enrolled at the institution:
1,546

Name of the student educators program (1st program):
Eco-Representative Program

Number of students served (i.e. directly targeted) by the program (1st program):
1,546

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

Eco-Reps are work-study students who raise awareness about ecological issues, encourage environmentally responsible behavior in their peers, and plan related events and activities. There are currently three programmatic areas in which students are able to engage deeply and lead, while taking on a supporting role in the activities of their fellow Eco-Reps. These areas include the Creek Restoration Program, the Urban Farm at Mills College, and the Recycling and Compost Programs. There are two Creek Restoration Eco-Reps, one Urban Farm Eco-Rep, and one 3R&C Eco-Rep. The Creek Restoration Eco-Reps lead weekly Creek Care Days, maintaining and enhancing the campus creek restoration sites. They are also in charge of educational presentations and materials to enhance their peers' understanding of restoration and ecosystems. The Urban Farm Eco-Rep also leads weekly work days, which has increased to two work days a week for the spring semester. This includes weeding, propagating, composting, planting, harvesting, and educational outreach and engagement. The 3R&C Eco-Rep is currently coordinating the RecycleMania Competition. Duties also include maintaining the signage for the campus and trainings on sorting. All of the Eco-Reps come together to hold larger events on broader themes of sustainability.

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

The positions are through the campus work-study program. An official job description is offered online. Students submit an application and attend an interview with the Sustainability Coordinator. Successful Eco-Representatives are invited to reapply for the next year and their prior high performance counts heavily towards being re-hired.

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

The career services office provides an introductory training in professionalism and how to navigate the work study system. Ongoing training in sustainable principles and actions, different forms of engagement and communications, leadership development, campus programs and operations, and program specific knowledge occur through weekly meetings with the Sustainability Coordinator. For the Creek Restoration Program and the Urban Farm at Mills College, further hands-on training occurs during the work days. By the end of one semester, the Eco-Rep is able to lead work days independently. For the Recycling and Compost Programs, training is provided via campus tours of the waste systems, waste audits, and introductions to appropriate facilities managers.

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

The institution supports the running of the Sustainability Center, including a Sustainability Coordinator and paid Eco-Rep positions. Financial support for basic supplies and food for programming is also provided.

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

Spokes Folks Bike Co-op

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

1,546

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

Spokes Folks Bike Co-op is a student-run, college-owned space that promotes cycling and provides access to tools and resources. Volunteers host open hours so students are able to use the tools to maintain their bicycles. This past year, students brought tools and

resources outside of the commuter lounge to help peers fix their bikes. Some volunteers have helpful mechanical knowledge to share with those who want to learn how to repair their bicycles. The Co-op also partners with community organizations to host workshops, skill share events, and group rides. The space is open to all members of the Mills College community.

Mission statement:

Spokes Folks Bike Co-op strives to make bicycles accessible for everyone, to further environmental justice and sustainability, and to support sustainable transportation and exploration.

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

The Spokes Folks Bike Co-op Manager is recruited by the Sustainability Coordinator according to interest, commitment, and ability to provide educational opportunities along with mechanical assistance to Mills community members. At this time, it is a volunteer position. It is the hope of the Sustainability Coordinator that this position will become a compensated position supported by the Mills College student government, the ASMC. The Manager recruits several other key student volunteers to implement programming.

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

The Sustainability Coordinator has regular check-ins with the Spokes Folks Bike Co-op Manager, providing training in program building, event implementation, outreach strategies, and stategies in how to futher build the program. Mechanical training is provided through connections to external bicycle shops and cooperatives. The Sustainability Center also sponsored the Manager's attendance to the annual AASHE Conference.

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

The Sustainability Coordinator is the staff advisor for this program. Mills College has provided the space used by the Bike Co-op (next to the Sustainability Center).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

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

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

100

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

During the initial check-in at Orientation, there are a variety of tables that address different components of sustainability. The Sustainability Center has a table and checks in with each students regarding different programs on campus, creek restoration, energy conservation and recycling programs. Student Orientation Leaders host a table that distributes universal bus passes and gives information about public transit. Another table is hosted by AC Transit, the bus system, giving out maps and information. Lastly, check-in also hosts a table discussing local and sustainable food options through the dining services on campus.

On the second day, Sustainability and Social Justice are prominently highlighted together in the session called: Journeys in Social Justice. During Orientation 2014, the first hour of the session included three journeys: 1. An Introduction to the Diversity and Social Justice Resource Center and "Brave Space" 2. Allyship: A Critical Thinking Framework for Solidarity 3. An Introduction to the Sustainability Center and the Intersections of Sustainability and Social Justice. After this presentation, students were handed field guide called:

Exploring a Sense of Place: Mills College. They had to go to different areas on campus including the farm, the creek restoration site, and the shuttle stop. At each site, they engaged in activities such as waste sorting, sharing family recipes that include produce from the farm, creek and farm tours, native plant trivia, and sitting with the senses. They were then able to keep their guide as they continued through Orientation.

All new students are also given reusables canvas bags with the Mills logo and an Oak tree to encourage reuse.

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

http://www.mills.edu/orientation

Student Life

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

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

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

	Yes or No

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

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

Earth CORPS: The Community Organized to Respect, Protect, and Sustain the Earth. Earth CORPS has a strong legacy at Mills, including an annual Earth Week, successfully leading the effort for the dining hall to go trayless, implementing a compost program in the residence halls, supporting the creation of the Re-Use Depot, and currently working toward the implementation of a campus green fee.

The website URL where information about student groups is available:

http://www.mills.edu/campus_life/student_activities_and_clubs/clubs.php

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

For 6 years, the Mills Community Garden hosted members of the campus and local community in growing healthy, seasonal food while engaging in an inclusive, positive community space. The garden provided opportunities to learn how to plant seeds, water, harvest, manage pests, and more, while remaining in balance with natural cycles and patterns.
A couple years ago, the community garden provided the basis for expanding the idea of creating educational experiences in sustainable food systems to create a farm. The last two years, the Urban Farm at Mills College project has been growing (literally)! Students and staff have piloted an on-site compost program, grown several crops of produce, and hosted several harvest dinners.
The current vision statement for the direction the farm is taking is:
The Urban Farm at Mills College will become a widely known and recognized campus and community meeting place, a place that manifests the values of Mills College—leadership, social justice, and equity—in practical and replicable ways. It will be an active hub for urban farming, employing progressive, financially viable approaches to farm planning, operations, harvesting, and distribution, providing healthy food to Mills College and the surrounding community. It will be a hub of learning, hosting formal and informal education and research opportunities for Mills students, faculty, and the surrounding community. It will be a welcoming hub of community activity, one that invites all neighbors to join in the creation and operation of the farm and to celebrate healthy food together. It is in the overlap of three organizing hubs—the Farm Hub, the Learning Hub, and the Community Hub—that the Urban Farm at Mills College will create a unique experience, a 'living lab' for growing healthy food, deepening knowledge and building community solidarity.

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

http://www.mills.edu/green

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

In November 2014, a wide coalition of groups brought a discussion to campus called: Intertwining our Journeys: Social Justice and Sustainability. This coalition included the student groups the Black Women's Collective and Earth CORPS; the Mills College Sustainability Center, the Diversity and Social Justice Resource Center, the Institute for Civic Leadership, the Environmental Studies Program, the Environmental Science Program, and the Biology Department. The focus for the discussion was the relationship of African Americans with environmental participation and representation, hosted by Carolyn Finney, author of Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors, and Rue Mapp, founder of Outdoor Afro.

Mills College hosts an annual student organized Earth Week in April. Events throughout the week provide students with the opportunity to hear influential speakers, learn about natural design principles, engage in healthy and sustainable food systems, participate in hands-on activities in restoration and gardening, meet community partners actively pushing society to progress, and learning about bicycle culture and care. Every year has a unique flavor and presents a variety of opportunities to engage.

The Russell Women in Science Lecture Series: Leadership Beyond the Lab is an annual event started in 2012. This annual lecture series is designed to introduce students to leading female scientists and highlight the career opportunities available to young women in the sciences.

Multi-Sector Partnerships: Catalyzing Social Value is the seventh annual conference presented by the Center for Socially Responsible Business at the Lorry I. Lokey Graduate School of Business, Mills College. This conference is in collaboration with Lokey Net Impact Graduate and Undergraduate Chapters, and with Sponsors Symantec, Inc. and others. A new generation of multi-sector partnerships is forging measurable progress creating social value while moving well beyond the simpler model of public/private partnerships. These multi-sector partnerships wed the efforts of non-profits, philanthropic firms, civil society organizations, and the private sector to disruptively and productively reimagine:
•How organizations can add social value
•Ways to bring about community well-being
•Techniques for realizing fair profits
•Means and methods to demonstrate stewardship for ecosystems

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

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

Founded in 1925, the Mills College Art Museum is a forum for exploring art and ideas and a laboratory for contemporary art practices. Through innovative exhibitions, programs, and collections, the museum engages and inspires the intellectual and creative life of the Mills community as well as the diverse audiences of the Bay Area and beyond. Many themes that encompass social justice and sustainability are presented in the art and dance of the museum.

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

http://mcam.mills.edu/

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

Recreational excursions provide Mills College students with opportunities to take fun trips off campus to experience some of the amazing sites and activities that northern California has to offer. Past excursions include: Hiking and Hotsprings in Calistoga, Monterey Bay Whale Watching and Horseback Riding on the Beach. Students, faculty, staff, alumnae, and guests are welcome to participate on a space-available basis. Leave No Trace principles are included as part of the safety talks before launching.

Upcoming Events:

Early 2013: Kayaking on the Elkhorn Slew
Mid-semester Spring 2013: Rock climbing

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

http://www.mills.edu/campus_life/athletics_and_recreation/recreation_excursions.php

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

In fall 2012 each first-year student resident will participate in one of 13 Living Learning Communities (LLCs). The Office of the Provost and Dean of the Faculty and the Division of Student Life collaborate to offer two types of LLCs to our first-year residents: Academic Fusion and Scholars in Action.

First-year residents who select Academic Fusion LLCs will be automatically enrolled in the listed introductory course and will reside in close proximity to one another. Generally, the professor for this class will also serve as their first-year advisor. The Scholar in Action LLCs live in close proximity together in the Residence Hall and participate in experiences related to their theme. Over the course of the fall term, the professor, students, and residence advisors for all LLCs will attend lectures, films, museum exhibitions, and other activities related to the central theme of their LLC.

The themes for the Living Learning Communities include:
* Sustainability and Local Food Living Learning Community
* Social Justice and Educational Change Living Learning Community
* Science Living Learning Community
* Leadership and Management Skills Living Learning Community
* Adventure Education Living Learning Community
* Dog and Cat Lovers Living Learning Community
* Ethnic Studies Living Learning Community
* Women and Gender Studies Living Learning Community
* Sociology Living Learning Community
* Psychology Living Learning Community
* Philosophy Living Learning Community
* Music Living Learning Community
* History Living Learning Community

The website URL where information about the theme is available:

http://www.mills.edu/campus_life/housing/communities.php

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

Larsen House is a sustainable co-op in a delightful two-story Victorian house located close to the center of campus. The six women residing in Larsen share house duties and decision making, and work to raise awareness around environmental issues through campus-wide programs and events. Sustainable living skills are developed through collective decision-making, weekly cooking from the items in a CSA box, the opportunity to grow food in raised beds in their yard, the maintenance of a vermi-compost worm bin, and supporting programs such as campus creek restoration and the Urban Farm at Mills College. Residency for Larsen House Co-op is determined through an application and interview process.

Mills College is partnering with GRID Alternatives to install a solar panel system on a house in the Oakland community, near campus. This is an awesome opportunity in which students can volunteer to support their community while gaining hands-on experience in solar installation. The first installation was in February 2015, with the idea of further partnership development.

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

A brief description of sustainability-focused student employment opportunities:

Eco-Reps are work-study students who raise awareness about ecological issues, encourage environmentally responsible behavior in their peers, and plan related events and activities. There are currently three programmatic areas in which students are able to engage deeply and lead, while taking on a supporting role in the activities of their fellow Eco-Reps. These areas include the Creek Restoration Program, the Urban Farm at Mills College, and the Recycling and Compost Programs. There are two Creek Restoration Eco-Reps, one Urban Farm Eco-Rep, and one 3R&C Eco-Rep. The Creek Restoration Eco-Reps lead weekly Creek Care Days, maintaining and enhancing the campus creek restoration sites. They are also in charge of educational presentations and materials to enhance their peers' understanding of restoration and ecosystems. The Urban Farm Eco-Rep also leads weekly work days, which has increased to two work days a week for the spring semester. This includes weeding, propagating, composting, planting, harvesting, and educational outreach and engagement. The 3R&C Eco-Rep is currently coordinating the RecycleMania Competition. Duties also include maintaining the signage for the campus and trainings on sorting. All of the Eco-Reps come together to hold larger events on broader themes of sustainability.

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

http://www.mills.edu/green/sustainability_center.php

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

There is an annual Lokey Graduate School of Business Oath, started at Mills College Commencement on 5.17.2014.

The Lokey GSB Oath

As a reflective leader I recognize my role in society. My purpose is to serve people with integrity and manage resources to create shared economic and social value. My decisions affect the well-being of individuals inside and outside my organization, today and tomorrow. Therefore, I promise that:

I will manage with loyalty and care, and will not advance my personal interests at the expense of my organization or society.

I will act with transparency, diligence, and ethical responsibility to uphold the laws and contracts governing my conduct and that of myorganization

I will refrain from corruption, unfair competition, or business practices harmful to society.

I will respect the human rights and dignity of all people, and I will oppose discrimination and exploitation.

I will safeguard the health of the planet and the needs of future generations.

I will report the performance and risks of my organization accurately and honestly.

I will invest in developing myself and others, helping the management profession continue to advance and create sustainable and inclusive prosperity.

In exercising my professional duties according to these principles, I recognize that my behavior must set an example of integrity, eliciting trust and esteem from those I serve. I will remain accountable to my peers, to myself, and to society for my actions and for upholding these standards.

This oath I make freely, and upon my honor

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

https://www.facebook.com/LokeyNetImpact

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

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

Outreach Materials and Publications

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

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

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

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

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

A brief description of the central sustainability website:

The website states the institution's commitment and describes overall sustainability themes incorporated into the Mills experience. The website also includes links to more in depth descriptions of current initiatives and resources.

The website URL for the central sustainability website:

http://www.mills.edu/green

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

The Mills College Sustainability Center has a Facebook page and a Twitter page.

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

https://www.facebook.com/SustainabilityatMills

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

The Mills Academic Research Journal, the MARJ, is the undergraduate research journal for students of Mills College in Oakland, California. MARJ was started by the Academic Affairs Committee of the Associated Students of Mills College (ASMC) in 2009 and is a student-run, online research journal. The purpose of MARJ is to showcase Mills undergraduate students' academic work.

The Mills Policy Forum journal was launched in the academic year 2013-14. The journal was a venue for students at Mills to publish reports, op-eds, interviews, and other material for dissemination to an external audience. Many of the articles published concerned social justice and/or environmental sustainability.

The 2011-2012 edition of MARJ included articles such as:
"Plant Community Invasions Are Regulated by Niche Space Availability and the Invasive Potential of Arriving Exotic Species"
"Decentralization Demystified: Nomadic Pastoralism as the Site of Analysis"
"Efficient and Dynamic Regulation of Gene Expression by Riboswitches"

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

http://www.themarj.com/

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

Mills College has two LEED certified buildings that incorporate signage about the green features throughout the building. In the Betty Irene Moore Natural Sciences Building, there is a interactive building resource monitor for students to explore the green features in more depth.

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

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

Dining Services provides brochures, table tents, signage and a website describing sustainable practices, procurement, waste stream, connections between food and carbon footprints, descriptions of farmers, and eating seasonal.

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

http://mills.cafebonappetit.com/

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

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

A brief description of the sustainability walking map or tour:

The Mills Healing Plant Tour exists to bring awareness to the Mills community of the presence of primarily native but also non-native medicinal plants on campus and how they've been used over time. The tour consists of a paper-based guide and corresponding signage throughout the campus. Each plaque features a photograph of the plant along with its scientific and common names, medicinal and non-medicinal uses and various cultures and places throughout the world where the plant or similar plants exist.

The website URL of the sustainability walking map or tour:

http://www.thecampanil.com/AwarenessgrowingforMillsHealingPlantTour/

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

There several resource sections on the Safety and Transporation section of the Mills website dedicated to how to participate in alternative transportation. There is also an example of outreach materials about alterrnative transportation in the Green Department Certification Resource Guide.

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

http://www.mills.edu/student_services/safety_and_transportation/actransit.php

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

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

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

The Eco-Reps created an in-depth visual with descriptive text titled The Green Dorm. It describes products and practices that demonstrate how to live in an ecologically-friendly way in the residence halls. The guide was displayed in all the bathroom stalls of the residence halls.

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

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

The Campanil, the student newspaper, has a beat reporter dedicated to environmental issues at Mills and in the Oakland community.

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
http://www.thecampanil.com/

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

The Green Event Guide invites event planners to incorporate sustainable practices and products into the planning and implementation of the event.

The website URL for this material (1st material):
http://www.mills.edu/green/GreenEventGuide.pdf

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Energy Competition

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

Mills College partnered with a company called I'm in Control, focused on metering and monitoring small-scale commercial buildings. To pilot the technology and ability to find unusual electricity activity at the building level, we installed the metering system in the two first-year student residence halls. Over a three week period, we held an energy competition between the halls and posted daily energy graphs to engage the student population. Overall, there was a positive engagement level with students going above and beyond to reduce energy, as well as realizing an overall electricity savings.

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

Calculating the exact kWh of electricity savings is tricky, as the competition was held in the fall during the shift of warm weather to colder weather, as well as daylight savings. However, in comparing the electricity usage at the beginning of the competition vs the end, we can clearly see a reduction in usage as well as a lower increase than anticipated with the shifting season.

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

https://www.facebook.com/SustainabilityatMills

The name of the campaign (2nd campaign):

RecycleMania

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

Mills College steps up to the plate for RecycleMania! The entire campus is engaged through kick-off events, sorting games, and a daily trivia contest with prizes. Especially for the trivia contest, campus community members come from all over campus to email in trivia answers and get prizes. The Sustainability Coordinator also makes daily announcements on the daily email digest and Sustainability Center Facebook to keep the whole campus informed and engaged.

Another huge component of the competition is the RecycleMania Residence Hall Competition. Six traditional residence halls go head to head in the competition to win most recycling per capita and most compost per capita. The winning hall for each category wins an ice cream party for the whole hall. Eco-Reps and a student group from the Introduction to Environmental Science class go from hall to hall each morning and weigh the recycling and compost in each trash room. They then make the calculation and report out to the campus, that same morning. At the end of three weeks, whichever halls recycle and compost the most per person wins.

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

Recycling and composting increase campus-wide during this time period. Overall, the trainings also help decrease contamination campus-wide. It is also helpful to get residential students to clean out their room early in the semester, so more is diverted from the landfill during move-out (with the possibility that more will be wasted during the rush). It has also helped with large events on campus, more events are implementing recovery and diversion practices because more constituents are knowledgeable about the campus goal of Zero Waste.

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

http://www.mills.edu/green

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

Employee Educators Program

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

518

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

Green Department Certification

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

100

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

The members of department green teams are self selected. The idea is that they provide the leadership necessary within their own department to assess and push forward their green practices.

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

Green teams meet regularly to discuss green initiatives within their department. The Sustainability Coordinator, or when appropriate a student representative from the Sustainability Center, attend those meetings several times a year to provide trainings in certain areas or provide resources in how to move specific initiatives forward.

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

The institution provides the Sustainability Coordinator as the point person for the Green Teams and Green Department Certificaiton. They also have a fund to celebrate departments that complete the certification process with a certificate and gift basket.

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

http://www.mills.edu/green/green_certification.php

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Michael Russell
Director of Human Resources
Human Resources

Criteria

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

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

Staff Professional Development

Responsible Party

Michael Russell
Director of Human Resources
Human Resources

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

•   Specialized training for a small group of staff

•   The opportunity to participate in an institutional sustainability committee or group

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

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

Yes

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

Sustainability has been included as a dedicated topic in the schedule of presentations and available corresponding videos.

Training for Supervisors:
Employee Services is implementing a training program to strengthen the content knowledge of our campus supervisors and establish a foundation of supervisory skills. We solicited input from campus supervisors about their training needs, then designed a program built around the needs they expressed. All supervisors are invited to participate in monthly training sessions focused on a specific topic and led by in-house trainers. As a follow up, supervisors are being offered supplemental training videos related to the topic of the month. At the end of the year, supervisors will receive a certificate reflecting the number of supervisory training hours they completed this year. Faculty who supervise staff and staff who supervise students are welcome to participate in the supervisor training series.

Training for Non-Supervisors:
Employee Services will be sending out communications every month promoting a few pre-selected training videos that all employees are able to take. Where possible, we've designed the training schedule for non-supervisors to mirror the topics that supervisors are being

trained on so that parallel training is offered to all employees. In addition, a member of the Employee Services team will lead an in-person training session for non-supervisors each quarter.

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

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

Public Engagement

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

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

Community Partnerships

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

Each partnership conforms to one of the following types:

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

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

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

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

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

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

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

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

Creek/Watershed, pollution prevention:

Mills College hosts the daylight of Leona Creek, flowing through the center of campus. Mills community members work to enhance the health of the ecosystem along the campus creek through environmental planning, restoration work, water quality testing, and educational programming. Realizing the importance of the greater watershed, of which this creek is part, Mills College partners with the City of Oakland, the East Bay Regional Parks, the Oakland Unified School District, and the Oakland Cesar Chavez Park community group to provide hands-on stewardship and educational opportunities. Mills College has partnered with the University of the Pacific to obtain the USC Sea grant to research the campus lake and creek. Specifically, they will study whether urban reservoirs act as sinks of contaminants, improving water quality before being discharged into the urban ocean.

Waste:
Mills College partners with a variety of organizations to manage the materials that circulate through the campus. Mills College participated in the StopWaste Business Partnership to implement a comprehensive recycling program, significantly increasing the diversion rate of the college. Recology has been an ongoing partner in implementing and strengthening the compost program. Civicorps Recycles and Mills College are partners in handling the recyclable materials. Mills College partners with Door to Door Storage, Good Will Industries, Urban Ore, and many other local non-profit organizations in the End of the Year Reusables Drive. Recently, Mills

College has partnered with the Center for Environmental Health in order to ensure electronics used on campus, as well as their disposal, reflect the sustainability and social justice missions of the college.

Food:
Mills College has a partnership with Bon Appetit Management Corporation, the college's food service provider, which is a leader in providing food services for a sustainable future. This partnership includes hosting TEDxFruitvale in 2011, which addressed farmworkers rights and labor movements. It also includes tours of local farms, farmers markets, cooking classes, and overall food engagement. Mills College has partnered with local food justice organizations throughout 2014 and 2015 to create a Urban Farm at Mills College 5-year development plan, including a prominent group called Planting Justice. Mills College annually partners with the Alameda County Food Bank in a food drive. Most residents on campus attend and support a local farmers market, through programming implemented by Residence Advisors with the Office of Residential Life. In 2012, the Mills Athletic Department created a partnership with Farms to Grow LLC, a local non-profit focused on underserved farmers. During a day of service, Mills athletes and Farms to Grow LLC worked on enhancing school gardens at two local elementary schools. This partnership has been re-established, leading to an educational event called Decolonizing Your Diet, put on by the student group, the Black Women's Collective in February 2015.

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

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

Mills College has worked to develop strong ties with local merchants through projects such as the MacArthur Corridor Project, which documented local businesses and merchants photographically, culminating in an exhibition of work that can be seen currently on the second floor corridors of Mills Hall. By working together, local merchants and the Mills community are able to address community concerns, share information and resources.

Mills College hosts monthly District 6 Merchants' meetings through providing space, refreshments, and all necessary equipment for workshops and presentations. Merchants' meetings are open to participation by all Mills community members. Discussion items include public relations, marketing, advertising, community projects, city council meetings, new business, safety and security. Updates are provided periodically by the councilperson for District 6. Local business owners have had the opportunity to obtain free financial and marketing advice through presentations from professors in the Lorry I. Lokey Graduate School of Business. A meeting also hosted a workshop providing free legal advice for local small businesses.

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

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

The LAMMPS Project, (Laurel Access to Mills, Maxwell Park and Seminary), is a comprehensive plan for street improvements along MacArthur Boulevard, from High Street to Seminary made possible through a Caltrans Transportation Planning Grant award of $257,000 and generous matching funding of $60,000 from Council Member, Jean Quan. The planning process, which resulted in a published study in 2010, employed a series of interactive workshops to engage the surrounding residential community in the decision making process. This comprehensive plan includes guidelines for the following street improvements:
-- Street safety through redirecting traffic off of 580, updating AC Transit bus stops

-- Beautification of Caltrans and City properties with new landscaping/irrigation, a newly conceived pocket park below the 580 freeway

-- Updated access to the Laurel Shopping District via new pedestrian and bike lanes for Mills and Maxwell Park

Mills College was involved in the LAMMPS grant submission, team selection, and throughout the design process including hosting four community workshops on campus. We remain a strong supporter of improvements in our neighborhood and contiue to make positive and lasting connections with districts 4 and 6 to create a safe and beautiful environment for our students and our residential neighbors.

Consulting Team participants:

-- Kimley-Horn and Associates - Linda Debolt and Paul Krupka, traffic & civil engineering and transportation planning

-- Robert Sabbatini - streetscape design, landscape design and outreach facilitation

-- Envirocom Communications Strategies - Surlene Grant, public and community outreach, meeting and design facilitation

-- PLS Survey, Inc. - topographical and right-of-way surveys

Iris Starr, Senior Transportation Planner for the City of Oakland, and Project Manager Mills College Team:

President DeCoudreaux

Renee Jadushlever

Linda Zitzner

Karen Fiene

Brian Harrington

In November 2012, several faculty members from the Mills College Economics Department signed an advocacy letter to support and enhance the effectiveness of California cap and trade policies.

Student thesis projects in environmental studies and public policy result in recommendations to government agencies to improve sustainable practices.

In Spring 2014 a grant was written to the Metropolitan Transportation Board and to the state identifying the crucial neighborhood infrastructure needs of improved areas via multi-use path and traffic reconfigurations, lighting, way finding signage, pavement improvements, landscaping and lighting. The project was presented as one that benefits not only the neighbors and communities around Mills, but also the city in general. Of the nine City of Oakland projects submitted, only two were funded. The LAMMPS Projects was a successful recipient of $4.066 million funding from the state. Preliminary planning is beginning in the City of Oakland to refine the budgets and get the project started. Neighborhood groups and the City Council member for the district are still involved and a Request for Proposals has been posted to select the appropriate consulting team to carry out the design of the project. Mills will continue to offer staff support.

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

Responsible Party

Alice Knudsen
Director of Institutional Research,Planning,&Academic Assessment
Office of Institutional Research and Planning

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

600

Total number of students :

1,548

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

No

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

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

No

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

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

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

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

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Mark Henderson
Assistant Professor of Public Policy
Public Policy

Criteria

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

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

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

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

Yes

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

In November 2012, several faculty members from the Mills College Economics Department signed an advocacy letter to support and enhance the effectiveness of California cap and trade policies.

Student thesis projects in environmental studies and public policy result in recommendations to government agencies to improve sustainable practices.

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

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

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

Trademark Licensing

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

Hospital Network

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Part 1

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

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Operational control approach
Custom tool
Conversion factors were taken from the World Resources Institute (WRI) calculation tool. Conversion factors not from the World Resources Institute are from government agencies such as the California Public Utilities Commission and the US Environmental Protection Agency. CO2 equivalents were calculated using Global Warming Potential figures specified by the WRI.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	2,221 *Metric Tons of CO2 Equivalent*	3,196 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	163 *Metric Tons of CO2 Equivalent*	88 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	1,035 *Metric Tons of CO2 Equivalent*	1,521 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

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

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	651	582
Number of residential employees	18	18
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,510	1,406
Full-time equivalent of employees	363.49	410
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

The ACUPCC directive fell under the auspices of the Mills College Sustainability Committee, formed in 2007 and made up of students, faculty and administration. One of the students on the committee took on the GHG inventory as her senior thesis. Two staff members, the recycling manager and architectural assistant, assisted in data collection and advised on the process. Access to utility, waste, air travel, and commuting data farther back than FY2008 was limited.

Gross floor area of building space, performance year:

955,269 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	8,000 *Square Feet*
Healthcare space	1,165 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	428 *Metric Tons of CO2 Equivalent*
Commuting	1,639 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	0.25 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/ghg/3543/

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

Outdoor Air Quality

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Linda Zitzner
Associate Vice President for Operations
Operations

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Karen Fiene
Campus Architect
Facilities and Planning

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

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

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

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

Institution does not have any "Eligible Building Space (Design and Construction)," as defined in this credit.

Indoor Air Quality

Responsible Party

Karen Fiene
Campus Architect
Facilities and Planning

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

45,253 *Square Feet*

Gross floor area of building space:

955,269 *Square Feet*

A brief description of the institution's indoor air quality program(s):

Mills has 2 LEED certified buildings that comply with indoor air quality requirements and practices.

The website URL where information about the institution's indoor air quality program(s) is available:

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Katy Simones

General Manager

Bon Appetit Management Company

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

• Local and community-based

And/or

• Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

11.73

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

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

The Farm to Fork items for the month of September 2014 include items such as flour tortillas, Portobello mushrooms, baby lettuce mix, cilantro, mint, firm tofu and eggs.

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

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

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

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

1. Our coffee is fair trade certified.

2. Poultry is raised without antibiotics.

3. Milk and yogurt are from cows not treated with artificial Bovine Growth Hormone.

4. Ground beef from cows raised on vegetarian feed without antibiotics or hormones.

5. Eggs are cage free and Certified Humane.

6. Follows Monterey Bay Aquarium's Seafood Watch guidelines.

7. During certain months of the year, the majority of our produce is locally grown. During winter the amount is lower and during summer is higher.

8. Farm to Fork is an initiative to buy seasonal and regional ingredients locally, within 150 miles, with a goal of spending at least $0.20 of every dollar with small and local farmers and artisans.

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

There is a Corporate Accounting System with a coding system to track purchases. As invoices are entered into the accounting system, a GL code is assigned to each item that designates whether it is Farm to Fork. Partner vendors pull the regulated inventory apart from non-Farm to Fork purchases.

Total annual food and beverage expenditures:

1,500,000 *US/Canadian $*

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

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

Has the institution achieved the following?:

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

Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

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

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

http://mills.cafebonappetit.com/

Low Impact Dining

Responsible Party

Katy Simones
General Manager
Bon Appetit Management Company

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

   Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

   And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

There are no blind purchases. Inspections of farms occur at least once a year.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

0

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

There is a Corporate Accounting System with a coding system to track purchases. As invoices are entered into the accounting system, a GL code is assigned to each item that designates what type of food it is. Meat and seafood have different codes.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

There is always a plant-based protein option at every meal, such as high protein grains and legumes. Tofu and beans offered everyday. There is a plan to switch from "Meatless Mondays" to "Stem-to-Root" which is a fresh vegan/vegetarian concept.

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

The cafeteria is in the process of forming a partnership with a vegan muffin business called Muffin Revolution. They are looking at smaller and local farms to purchase from, and teaming up with Sysco to deliver.

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

http://www.cafebonappetit.com/mills

Annual dining services expenditures on food:

1,500,000 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

0 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

290,000 *US/Canadian $*

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Karen Fiene
Campus Architect
Facilities and Planning

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

	Performance Year	Baseline Year
Total building energy consumption	59,317 *MMBtu*	73,612 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	17,487.96 *MMBtu*	19,094.90 *MMBtu*
District steam/hot water	41,829 *MMBtu*	54,517 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	955,269 *Gross Square Feet*	955,269 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	8,000 *Square Feet*
Healthcare space	1,165 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	1,125
Cooling degree days	810

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2008	June 30, 2009

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

Baseline is FY2009.

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

Mills emplys a direct digital control program.

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

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

Mills employs motion sensors in LEED buildings and other retrofitted buildings to reduce energy usage. A recent lighting retrofit greatly expanded the use of motion sensors on campus.

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

The newly constructed LEED buildings, the Lorri I. Lokey Graduate School of Business and the Betty Irene Moore Natural Sciences Building, employ passive daylight techniques by utilizing large areas of glazing that filter UV and heat gain.

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

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

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

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

Digital Direct Controller is connected to key heating systems, air handlers, pumps, solar panels and some water systems.

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

In all replacements of equipment and systems, efficiency is a priority consideration and replacement appliances are always energy star designated.

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

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

The vending machines are equipped with an electronic sensor that plugs into the electrical outlet and the machine itself plugs into the sensor. The machines power down after approx. 15 minutes of inactivity then powers back up when motion is detected.

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

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

Clean and Renewable Energy

Responsible Party

Karen Fiene
Campus Architect
Facilities and Planning

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	16.65 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

Total energy consumption, performance year:

59,317 *MMBtu*

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

Photo-voltaic panels, 35 kv system providing 30% of new science building's electrical load annually, or 16% of total science complex including existing building.

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

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

A brief description of the RECs and/or similar renewable energy products:

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

http://www.mills.edu/green

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Linda Zitzner
Associate Vice President for Operations
Operations

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

	Area
Total campus area	135 *Acres*
Footprint of the institution's buildings	13.74 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	57 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	57 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

Plant infestations are investigated on a case-by-case basis and treated with escalating levels of control. Most pests are identified by skilled staff.

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

The grounds department exercises strong plant stewardship with financial investment, monitoring, and care for the many trees on campus. All green debris is mulched or composted on-site, except for diseased debris that is composted off-site. Lake Aliso, located on the Mills campus, is the primary source for landscape irrigation and significantly reduces the need for potable water for landscaping. Mills College supports a Creek Restoration Program that has heavy involvement and leadership from students.

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

Grounds selects plants from botanical gardens and local nurseries who specialize in native plants. In 2012, Mills College created a native plant palette for use by the Grounds Department.

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

All tree trimmings are mulched and used in landscaping and restoration on campus. Landscape waste is kept on campus in two piles and later used as soil amendments. Green waste is only taken off-campus when diseased. Some of the grass clippings from lawn maintenance were added to vegetable scraps and coffee grounds at the farm compost bin as an experimental pilot in fall 2014. The rest are composted on-site.

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

Fertilizers and chemicals are used in a targeted and limited capacity to maintain the current lawns and select ornamental landscapes. In the 57 acres that are sustainably managed, chemicals are not used. Compost and mulch is used from on-site plant debris. Organic soil is purchased from a local vendor for use on campus, as well.

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

The grounds department uses very few materials outside of plantings for landscape design features.

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

Leona Creek flows through campus, remains daylit until it leaves campus, and eventually flows to the Bay. Mills College has been restoring the creek to control damaging water flows that threaten bridge stability and creek beds. Mills College hosts Creek Care Days to foster stewardship and restore the native habitat at two main restoration sites along the creek. These two restoration sites were selected to accompany hydrological support for the creek alongside two bridges.

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

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

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

The website URL where information about the institution's sustainable landscape management programs and

practices is available:

Biodiversity

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

    And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

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

Electronics Purchasing

Responsible Party

David Lee
Manager of Technology Training
Computing Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

All models of computers and monitors we purchase are on the Gold EPEAT list. Please note the dollar figure is an estimate.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:
Desktop Computing Services Hardware Policy.docx

The electronics purchasing policy, directive, or guidelines :

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

The ITS department at Mills College manages all purchasing of this type of equipment, any equipment not purchased through our department we do not support and does not get any of the Mills College licensure.

We have a standard for both PC's and Mac's, and the standard computers are all on the EPEAT Silver or higher lists.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	135,000 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

135,000 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://www.mills.edu/green

Cleaning Products Purchasing

Responsible Party

Linda Zitzner
Associate Vice President for Operations
Operations

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
No

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

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

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

All vendors must provide samples, their MSDS (Material Safety Data Sheet), and their spec sheet certifying that the product is green.

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

Yes

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

56,231.02 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

58,589.47 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

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

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

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

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

Office Paper Purchasing

Responsible Party

Kathy Seronio
Manager of Financial Operations
Finance

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

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

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

The paper purchasing policy, directive or guidelines:

Paper should be purchased using our preferred office supply vendor, OfficeMax, and needs to be 30% recycled. In order to aid in our sustainability efforts, Mills is using 30% recycled paper. All other types of paper have been blocked from being purchased. Please order item number P1054901CTN (one carton). Thank you for your cooperation.

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

We've blocked any other type of paper from being purchased.

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

Yes

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

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	23,252.23 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Total expenditures on office paper :

23,252.23 *US/Canadian $*

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

Inclusive and Local Purchasing

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

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

Campus Fleet

Responsible Party

Niviece Robinson
Director of Public Safety
Public Safety and Transportation

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

48

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	8
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

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

Student Commute Modal Split

Responsible Party

Niviece Robinson
Director of Public Safety
Public Safety and Transportation

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

52

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	48
Walk, bicycle, or use other non-motorized means	10.20
Vanpool or carpool	15.90
Take a campus shuttle or public transportation	19.60
Use a motorcycle, scooter or moped	---

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

A transportation survey was required as part of the parking permit process. We were able to collect a large sample size of 403 for a total student population of 1,548. It asked them about their primary and secondary modes of transportation, how many days and weeks a year they commuted with each mode, how many round-trip miles and their zip code, type of vehicle and miles per gallon. We cleaned and analyzed this data.

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

http://www.mills.edu/campus_life/commuting/

Employee Commute Modal Split

Responsible Party

Niviece Robinson
Director of Public Safety
Public Safety and Transportation

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

13

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	87
Walk, bicycle, or use other non-motorized means	0
Vanpool or carpool	5
Take a campus shuttle or public transportation	2.30
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

A transportation survey was required as part of the parking permit process. We were able to collect a large sample size of 307 for a total faculty and staff population of 477. It asked them about their primary and secondary modes of transportation, how many days and weeks a year they commuted with each mode, how many round-trip miles and their zip code, type of vehicle and miles per gallon. We cleaned and analyzed this data.

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

http://www.mills.edu/campus_life/commuting/

Support for Sustainable Transportation

Responsible Party

Niviece Robinson
Director of Public Safety
Public Safety and Transportation

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

  And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Yes

A brief description of the facilities for bicycle commuters:

Mills College provides outdoor bicycle racks throughout the campus. In addition, the residence halls have bike rooms for residential students to store their bicycles. The Spokes Folks Bicycle Co-op allows storage of bicycles over breaks for a small fee. Showers and locker rooms are located in Haas Pavilion. Lockers are provided for no fee to Mills College students, faculty, staff, and alumnae.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Mills College provides outdoor bicycle racks throughout the campus. In addition, the residence halls have bike rooms for residential students to store their bicycles.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

At Mills College, both a free campus shuttle and discounted universal bus passes are available to all Mills students. The discount for the universal bus pass is significant. The cost for Mills students is equal to one month of a regular universal pass, with all students contributing through their comprehensive fees. The city bus stop is right outside the front gate of the College. The Mills shuttle runs seven days a week during the academic year and connects the Mills community to the Bay Area Rapid Transit, extending access to local destinations. In October 2012, the shuttle served 3,500 passengers.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The Mills Carpool Network is offered as a way to save money in these times of rising gas prices and reduce the number of vehicles arriving on campus each day. This program captures the participant's interests and preferred pickup/drop-off locations and offers them to others. When choosing to participate, providing a name and email address allows other community members to connect with those already in the system. There are also preferential parking spots at the core of campus for carpoolers.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Mills College works with U Car Share to provide convenient access to cars on an hourly or daily basis. By being a member, gas, insurance, parking and maintenance costs are all provided for an hourly fee. There are two cars on campus and the service is widely used.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

A limited number of people get a condensed work week on a case by case basis as approved by their supervisor.

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

No

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

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

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

Waste Minimization

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	95.90 *Tons*	21 *Tons*
Materials composted	86 *Tons*	67 *Tons*
Materials reused, donated or re-sold	20 *Tons*	5 *Tons*
Materials disposed in a solid waste landfill or incinerator	130.60 *Tons*	362 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	650	491
Number of residential employees	18	18
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,510	1,270
Full-time equivalent of employees	438	356.80
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

Our baseline is FY2006. In this fiscal year, there was very limited recycling, compost had already been fully implemented in the dining halls, and there was an extended infrastructure of dumpsters across campus. During this time, a Recycling Manager was hired and the College invested staff time and resources in implementing a campus-wide recycling program. In the years that followed, compost was expanded across campus and many of the dumpsters were downgraded to smaller carts.

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

Staff and students have conducted waste audits in the dumpsters outside of a residence hall. These audits demonstrated a high ratio of paper towels, which pushed forward the initiative to implement a compost program throughout the residence halls. After the compost program was implemented and before the RecycleMania competition, students and staff conducted an audit of the residence hall compost bins to obtain an accurate volume to weigh conversion ratio.

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

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

There are several ways that the College goes about reusing and exchanging office supplies. Departments may contact Facilities to take unwanted items, which are stored and made available to other departments upon request. The student-run Re-Use Depot accepts items such as office and school supplies, which are quickly redistributed to the community. Many departments have a reuse area in their supply closet so workers within a department can exchange supplies. Lastly, workers post on the universal daily email digest that they have something they no longer need and others in the community quickly make use of those resources.

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

The College has migrated all course catalogs, course schedules, and directories to online sources and does not provide printed copies.

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

GoPrint is a centralized printer management system. At Mills GoPrint is deployed in student computing labs to monitor printing and charge for usage above the free allowance assigned to each student. GoPrint is also tracking usage on networked printers outside of student labs so Mills can better analyze and track printing across campus.

GoPrint is being implemented as part of an effort to curb waste for both environmental and fiscal reasons. Many institutions that have implemented printing systems have found that making users aware of the cost of their printing results in a significant decrease in printing. Such a decrease would help support sustainability goals and reduce rising costs.

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

During move-out, the Reusables Drive provides the opportunity for students to donate the items they do not need, directing them toward the Re-Use Depot or local non-profit organizations. This program keeps our resources in the community and extends their useful life. Developed over many years, this program is extremely successful at diverting useful material goods away from the landfill.

Donated storage pods, labeled Reusables Drive, are placed in the parking lot directly next to each residence hall to be used as collection rooms. They provide students with a dry, enclosed location to donate their items. They are available to students the last week before move-out. The Re-Use Depot closes the Friday before the last day of instruction in order to make room for the Reusables Drive operations.

The Sustainability Coordinator and a team of student workers collect the donated items, sort them according to their appropriate destinations, and direct them to either the Re-Use Depot or local organizations.

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

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

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

After the student group Earth CORPS ran a campaign in the fall of 2008, Mills College adopted a trayless meals program at the beginning of the semester in spring 2009. Trays are still available to students with disabilities.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Almost all to-go items provided by dining on campus are in compostable packaging. This even includes challenging materials such as coffee cup lids and straws. There is a high standard that has been set and followed through on for many years now. The only exception is glass or metal beverage containers. There has been a dedication to providing beverages in glass and metal, limiting the selection of beverages available in plastic. Mills College implemented an Eco-Clamshell Program, but found implementation to be very challenging.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

In the main dining hall, the only option is to use reusable dinnerware and utensils, which is washed after the meal. In the dining area that has to-go options, all customers have the option of eating at the location with reusable, washable plates, cups, and utensils.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Customers receive a $0.20 discount for bringing in their own mugs for coffee.

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

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

http://www.mills.edu/green/recycle.php

Waste Diversion

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

182 *Tons*

Materials disposed in a solid waste landfill or incinerator :

130.60 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Mills College invests considerable time and energy into training and education campaigns to engage the campus population in reducing, reusing, recycling and composting. Within the past year, much focus has been on expanding the compost program campus-wide.

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

During the academic year, there is rarely leftover food because of batch cooking. At the end of each semester, any leftover food is donated to a local non-profit.

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

All Dining Service pre-consumer and post-consumer food scraps, coffee cups, waxed cardboard, and food-soiled paper are directed into the compost bin. These materials are taken to a commercial compost facility in the Central Valley and turned into compost. Compost is then sold to local farms to replenish depleted soil with the nutrients and carbon that healthy plants need. Because of the local purchasing program, fruits and vegetables from some of these farms end up sold to the Dining Services, closing the loop locally.

The Mills College Sustainability Center is currently piloting a bicycle compost program. Eco-Reps pick up 5-gallon bins with pre-consumer vegetable scraps and coffee grounds from the smaller dining facility on campus. They put the bins on a bicycle trailer that is located directly outside of the facility and taking it to the Urban Farm at Mills College, dumping it into a concrete block compost bin built by students and staff. They added grass clippings that were provided by the grounds crew. They did this every weekday in the Fall 2014 semester and are currently allowing the waste collected to decompose.

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

All Dining Service pre-consumer and post-consumer food scraps, coffee cups, waxed cardboard, and food-soiled paper are directed into the compost bin. These materials are taken to a commercial compost facility in the Central Valley and turned into compost. Compost is then sold to local farms to replenish depleted soil with the nutrients and carbon that healthy plants need. Because of the local purchasing program, fruits and vegetables from some of these farms end up sold to the Dining Services, closing the loop locally.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	No
Laboratory equipment	No

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	No
Tires	No

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

Construction and Demolition Waste Diversion

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Institution has not conducted a major construction, renovation and/or demolition project in the previous three years.

Hazardous Waste Management

<div align="center">

Responsible Party

Linda Zitzner
Associate Vice President for Operations
Operations

</div>

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The institution tracks, monitors and optimizes chemical usage. Reusable batteries are prioritized.

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

The institution discards hazardous, univeral and non-regulated waste through a third-party certified service provider.

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

None.

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

laboratory chemicals:

The Chemistry and Biology Departments conserve and reuse laboratory chemicals as much as possible. Labs are designed to minimize waste and maximize reuse. For example, silver from a General Chemistry Laboratory is retained, cleaned, and reused year after year.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

The Mills College IT Department picks up any e-waste upon request from a department. Mills-owned equipment that is still in working order is donated to the Oakland Unified School District for K-12 students to use. For e-waste that is not in working order or student e-waste, Mills partners with an outside company to come pick it up and process it. The company Mills partners with is a cradle to cradle operation for electronic waste and has been recycling since 1980. They are BAN e-Steward certified as well as ISO 14001 certified. Because of these certifications and a transparent paper trail, Mills is able to be sure that the e-waste is recycled in the most environmentally sound and socially responsible way.

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

Mills College has an active program on campus to collect e-waste that is no longer useful to Mills departments and students. Mills-owned equipment that is still in working order is donated to the Oakland Unified School District for K-12 students to use. For e-waste that is not in working order or student e-waste, Mills partners with an outside company to come pick it up and process it. The company Mills partners with is a cradle to cradle operation for electronic waste and has been recycling since 1980. They are BAN e-Steward certified as well as ISO 14001 certified. Because of these certifications and a transparent paper trail, Mills is able to be sure that the e-waste is recycled in the most environmentally sound and socially responsible way.

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

http://www.mills.edu/green/e-recycling.php

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Linda Zitzner
Associate Vice President for Operations
Operations

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

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

High

Total water use::

	Performance Year	Baseline Year
Total water use	43,414,816 *Gallons*	45,184,436 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	24,067,648 *Gallons*	45,184,436 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	650	586
Number of residential employees	18	18
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,510	1,406
Full-time equivalent of employees	363.49	419.84
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	955,269 *Square Feet*	955,269 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	114 *Acres*	114 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2008	June 30, 2009

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

FY2009, the year before the implementation of using lake water for landscape irrigation.

Water recycled/reused on campus, performance year:

19,437,168 *Gallons*

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

0 *Gallons*

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

Mills College hosts two LEED certified buildings: the Lokey Graduate School of Business and the Moore Natural Sciences Buidling. Both buildings include rainwater harvesting systems that collect water that is used to flush the toilets. Mills maintains Lake Aliso on campus, utilizing excess water to irrigate landscaping.

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

We monitor all domestic and irrigation water usage through meters.

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

Low flow shower heads have been installed in all of the residence halls. Whenever there is a retrofit for restrooms, low flow toilets are installed.

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

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

Mills College has a native plant palette for landscaping, requiring purchases from local native plant nurseries. In 2009, a landscape architect created a low-water design for the new Graduate School of Business, including a meadow consisting of a mixture of native grasses. Throughout 2012, existing landscapes have been replaced with native, drought tolerant plants.

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

Facilities manually adjust the controls on the sprinklers depending on season and time of day.

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

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

Rainwater Management

Responsible Party

Karen Fiene
Campus Architect
Facilities and Planning

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:
No

A brief description of the institution's Low Impact Development (LID) practices:

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Mills College employs the strategies of rainwater harvesting on two LEED buildings, two bioswales, a green roof, and the maintenance of an extensive urban tree canopy.

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

Mills College hosts two LEED certified buildings: the Lokey Graduate School of Business and the Moore Natural Sciences Buidling. Both buildings include rainwater harvesting systems that collect water that is used to flush the toilets.

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

90,000 *Gallons*

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

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

The Lorry I. Lokey Graduate School of Business hosts a living roof: an extensive roof system planted with native, drought-tolerant sedums.

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

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

A brief description of any rain gardens on campus:

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

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

There are two bioswales on campus, a vegetated bioswale next to the Lokey Graduate School of Business and a stone bioswale in the Botanic Garden.

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

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

In the 2013-2014 academic year, Sustainability Committee members' deep engagement in the strategic planning process culminated in a strong institutional commitment to further inclusion, social justice and sustainability. A working group that included faculty and staff from the Sustainability Committee investigated the place of social justice, civic engagement, and sustainability in a liberal arts college for women and in our co-educational graduate programs and contributed to the following vision.

The strategic imperative 3, to strengthen our commitment to inclusion, social justice, and sustainability includes:

Providing opportunities for students to connect Mills' experiences to interests in diversity, social justice, and sustainability. In thinking about this imperative, Mills can be a "living laboratory" to define and redefine social justice, build community, engage with communities beyond campus, and live in sustainable, climate-neutral ways. Mills is a campus full of intellectual and physical resources for our own learning about social justice and sustainability and for the larger Oakland community as well. Learning in this "laboratory" is not only extracurricular but also connected to the curriculum.

Creating an environment inclusive of all diversity. Creating a just, equitable, and inclusive environment for all students, while paying attention to diversity along many lines of identity including, for example, race, class, sexual orientation, ability, spirituality and religious diversity is ongoing work.

Focusing on sustainability across campus. Mills has been committed to sustainability for years. However, learning to live it in every aspect of our working lives remains a challenge. While Mills can be a learning laboratory of sustainability, helping students learn through curricular and co-curricular work about social justice and equality in the world around them, it is imperative that the Mills community live and model the value we hold dear. Mills will pursue initiatives which enable us to be viewed as a 21st century college committed to sustainability with efforts including developing a campus farm, adopting energy savings measures, promoting food justice and participating in the American College and University Presidents' Climate Commitment to lessen our environmental footprint.

Another substantive accomplishment of Mills College is the increased support of the Sustainability Center. During the past three years, the operating budget for the Center has significantly increased and been maintained even as other budgets have been cut. The Sustainability Center is now able to support four paid student workers to implement a variety of peer education programs, including a Creek Restoration Program, the Urban Farm at Mills College, a vibrant recycling and compost program, and other special events such as speakers highlighting the intersections of sustainability and social justice. The demonstration creek restoration site has developed significantly, the urban farm is hosting regular events, and the Mills College diversion rate is the highest in history.

A subcommittee of the Sustainability Committee has just completed a five-year development plan for an Urban Farm at Mills College. The Committee was able to obtain a $35,000 planning grant and now the completed document will help guide the next five years of program implementation.

Lastly, both the Sustainability Committee and the Sustainability Center has strengthened and deepened a variety of inter-campus relationships. Partnerships and collaborations have been forged between sustainability and the Diversity and Social Justice Resource Center, the Office of Residential Life, Facilities, Housing and Dining, and the Associated Students of Mills College. This includes all supervisory levels within these departments. With stronger relationships within a small liberal arts campus environment, initiatives to change systems, infrastructure and practices have stronger opportunities to succeed.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

Mills: A Vision of Stewardship

Mission

The Sustainability Committee:

•promotes and develops environmentally sustainable practices, social responsibility and campus stewardship;

•provides policy leadership;

•facilitates community partnerships;

•encourages environmental inquiry, research and education;

•inspires future leaders in sustainability

During the 2012–2013 academic year, the Sustainability Committee will be focusing on these initiatives:

•The Climate Action Plan to reduce greenhouse gas emissions 15% by 2015. The primary focus will be on lowering energy consumption through buildings, infrastructure and behavioral change.

•The development of a campus farm grant package. The business proposal for the campus farm has been completed. Subcommittee members have visited local agriculture and garden programs. The next step is securing a planning grant, eventually leading to the community being able to eat food grown on campus.

•Create a plan to encourage higher participation in alternative transportation options and to reduce drive-alone commuting.

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

Sustainability Committee 12-13
Linda Zitzner, Asst. Vice President of Operations, Co-Chair
Karen Fiene, Campus Architect, Co-Chair
Britta Bullard, Sustainability Coordinator, Co-Chair
Dorothy Calimeris, Director of Auxiliary Services
Carolyn Sherwood Call, Visiting Assistant Professor, MBA Program
Jane Langner, Student Representative
Kristina Faul, Associate Professor of Geochemistry & Environment
Rachel Patterson, ASMC Sustainability Senator
Nina Rizzo, MPP Student representative
Erin Mullin, MPP Student representative
Mark Henderson, Assistant Professor of Public Policy
Siobhan Bryne, Area Coordinator
Niviece Robinson, Director of Public Safety
Sarah Swope, Assistant Professor of Biology
Sharon Tatai, Mills alumnae
Roselia Zendejas, Operations Manager, Bon Appetit@Mills College Dining Services

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

http://www.mills.edu/green/sustainability_committee.php

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

Yes

A brief description of each sustainability office:

The Sustainability Center provides opportunities for the campus community to be involved in ecological restoration, resource stewardship, creative transportation strategies, and sustainable food systems initiatives. Students are provided with the resources necessary to accomplish effective sustainability advocacy and project implementation, giving them the experience required to succeed in future leadership roles. The Sustainability Center encourages the cultivation of innovative sustainable practices, opportunities to apply research, and educational outreach.

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

1

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

http://www.mills.edu/green/sustainability_center.php

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Britta Bullard

A brief description of each sustainability officer position:

The Sustainability Coordinator manages the college's sustainability programs, with the Sustainability Center as the home base. Projects include recycling and waste management programs, energy efficiency and renewable energy projects, creek restoration programs, carbon footprint analysis, green dining and catering programs, and green transportation programs. This person reports to the campus architect and is part of the Facilities Department and co-chairs the Sustainability Committee.

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

Sustainability Planning

Responsible Party

Britta Bullard
Sustainability Coordinator
Sustainability Center, Facilities

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

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

Other	No	No

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

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

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

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

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

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

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

Mills College Strategic Plan 2013–2018

Strategic Imperative 3: Strengthening our commitment to inclusion, social justice, and sustainability

Mills students are motivated by a commitment to an inclusive community, social justice, and a sustainable planet. Yet, data from the National Study for Student Engagement show that Mills students report fewer opportunities to participate in efforts toward such goals than they anticipated, creating concerns about retaining students who may not see the relevance of Mills to important life goals. Diversity, social justice, and sustainability are an underlying concern of all our strategic imperatives. While listed here separately, this underlying commitment has implications for re-examining the curriculum, internationalizing Mills, creating a vibrant campus, and developing partnerships.

Providing opportunities for students to connect Mills' experiences to interests in diversity, social justice, and sustainability. In thinking about this imperative, Mills can be a "living laboratory" to define and redefine social justice, build community, engage with communities beyond campus, and live in sustainable, climate-neutral ways. Mills is a campus full of intellectual and physical resources for our own learning about social justice and sustainability and for the larger Oakland community as well. Learning in this "laboratory" is not only extracurricular but also connected to the curriculum. The campus farm provides one possible means of building a "living laboratory" across the curriculum and co-curriculum. Programs in the Division of Student Life as well as the Living Learning Communities provide

many other means.

Mills hosts a number of resources and individual initiatives on campus that can connect us to community and social justice concerns. There is an ongoing need to have some coordination of resources and initiatives for community engagement and connection to the curriculum. A point person, working in the Provost's Office and partnering with Career Services, to connect the curriculum with service learning, along with study abroad, paid and unpaid internships, and community partnerships, could provide such coordination.

Developing scholarships. The high cost of a private liberal arts college is another obstacle to students' engagement in social justice and the community. Tying scholarship money to students' work on issues of social justice, civic engagement, and sustainability could attract and retain students and donors. This might include "service" scholarships for new first year, transfer, and graduate students engaged in social justice and the community.

Creating an environment inclusive of all diversity. Creating a just, equitable, and inclusive environment for all students, while paying attention to diversity along many lines of identity including, for example, race, class, sexual orientation, ability, spirituality and religious diversity is ongoing work. As a women's college, Mills has a long tradition of challenging, in particular, gender stereotypes, inequality, and injustice. That tradition, which stretches from preparing women for the professions and civic life to providing opportunities for women to excel in areas of the curriculum and co-curriculum that were seen as more appropriate to men, has broken normative conceptions of gender. In the 21st century, the challenge to gender norms comes from students who identify as transgender or gender nonconforming. To stay in the vanguard of gender justice and equity and to build and retain an overall diverse student body, Mills needs to consider how it serves the transgender and gender nonconforming students already here and those considering a woman's college. These considerations include examining policies ranging from admissions and athletics to curriculum and housing. Towards that end, the College will continue the dialogue begun by the recommendations of the Diversity and Social Justice Committee in its report on Inclusion of Transgender and Gender Fluid Students.

Focusing on sustainability across campus. Mills has been committed to sustainability for years. However, learning to live it in every aspect of our working lives remains a challenge. While Mills can be a learning laboratory of sustainability, helping students learn through curricular and co-curricular work about social justice and equality in the world around them, it is imperative that the Mills community live and model the value we hold dear. Mills will pursue initiatives which enable us to be viewed as a 21st century college committed to sustainability with efforts including developing a campus farm, adopting energy savings measures, promoting food justice and participating in the American College and University Presidents' Climate Commitment to lessen our environmental footprint.

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

-Planning and implementation of a Urban Farm at Mills College.
-Increase opportunities for students to participate in a program.
-Increase number of students directly affected by a program.

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

Sustainability Committee
Sustainability Center
Diversity and Social Justice Resource Center
Institute for Civic Leadership
Environmental Studies Program

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

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

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

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

Greenhouse Gas Inventories and Climate Action Plan.

Mills College Strategic Plan 2013–2018
"Focusing on sustainability across campus. Mills has been committed to sustainability for years. However, learning to live it in every aspect of our working lives remains a challenge. While Mills can be a learning laboratory of sustainability, helping students learn through curricular and co-curricular work about social justice and equality in the world around them, it is imperative that the Mills community live and model the value we hold dear. Mills will pursue initiatives which enable us to be viewed as a 21st century college committed to sustainability with efforts including developing a campus farm, adopting energy savings measures, promoting food justice and participating in the American College and University Presidents' Climate Commitment to lessen our environmental footprint."

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

Reduce greenhouse gas emissions 15% by 2015, from 2008 levels. Strategies include efficiency measures and upgrades, including outdoor lighting, building envelop and mechanical upgrades.

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

Sustainability Committee
Operations

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

Principles of Sustainability are included in our master plan to provide policy leadership and promote social responsibility and stewardship of our built environment and natural resources.
As we have embarked on new capital projects we have set high standards for energy efficiency, water conservation and wise use of resources. In doing so, we have created buildings that meet rigorous energy standards and provide an opportunity to use the building as a teaching tool.

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

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

Campus Architect

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

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

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

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

Greenhouse Gas Inventories and Climate Action Plan.

Mills College Strategic Plan 2013–2018
"Focusing on sustainability across campus. Mills has been committed to sustainability for years. However, learning to live it in every aspect of our working lives remains a challenge. While Mills can be a learning laboratory of sustainability, helping students learn through curricular and co-curricular work about social justice and equality in the world around them, it is imperative that the Mills community live and model the value we hold dear. Mills will pursue initiatives which enable us to be viewed as a 21st century college committed to sustainability with efforts including developing a campus farm, adopting energy savings measures, promoting food justice and participating in the American College and University Presidents' Climate Commitment to lessen our environmental footprint."

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

Reduce greenhouse gas emissions 15% by 2015, from 2008 levels. Strategies include efficiency measures and upgrades, including outdoor lighting, building envelop and mechanical upgrades.

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

Sustainability Committee
Operations

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

Mills College just completed the Urban Farm Master Plan, which details the principles, goals, objectives, and activities for the farm as it scales up during its first five years. The Urban Farm at Mills College offers an exciting new opportunity to bring together students, faculty, staff, neighbors, and local community-based organizations and schools to develop a sustainable urban farm in the heart of East Oakland.

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

Extensive objectives, strategies and timeframes are included in the plan. The plan is available at

www.mills.edu/green

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

Sustainability Committee

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

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

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

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

Mills College Strategic Plan 2013–2018
"Transportation options that facilitate student engagement: In today's hectic world, the College recognizes that students are involved in family, work, and other activities which take them to and from campus at varying times and that some Mills interactions or experiences might happen in different locations. Reduced cost student bus passes with AC Transit have resulted in thousands of usages annually. To accommodate the College's plans for more cross registration, internship and work opportunities off campus, students living off campus, and the interests of some faculty to offer cultural events as part of their curriculum, an audit of transportation will be undertaken to assure a robust, accommodating schedule. A successful and responsive transportation program will contribute to student satisfaction and engagement and, thus, campus vibrancy as well as retention."

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

A proposal has been put together to enhance the quality of service of the campus shuttle, including a new route and improved schedule that better corresponds to the class schedule. Anticipated implementation is Fall 2016.

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

Department of Public Safety and Transportation.

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

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

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

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

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

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

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

Mills College Strategic Plan 2013–2018

http://www.mills.edu/strategicplan

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

Mills College Strategic Plan 2013–2018

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

Office of the President.

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

An annual plan put forward by the Health and Wellness Committee to engage faculty and staff in wellness initiatives, practices and programs.

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

Targets a high number of participants in the provided programs, such as attendees at this year's Health and Wellness Fair.

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

Health and Wellness Committee.

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

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

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

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

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

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

The institution's definition of sustainability:

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

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

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

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

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

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

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

Diversity and Equity Coordination

Responsible Party

Sabrina Kwist
Director of Engagement and Inclusion
Student Diversity Programs

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students

• Staff

• Faculty

• Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

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

Mission

The Mills College Diversity and Social Justice Committee (DC) promotes diversity and social justice within every aspect of the academic, co-curricular, residential, and administrative life of the College. To that end, the DC works to create proactive, sustainable strategies to generate and institutionalize attention to diversity in relation to race, ethnicity, gender/gender identity, religious, and spiritual beliefs, class, age, color, sexual orientation, ability, immigrant status, and national origin. The DC also works to address inequalities arising from any differential distribution of power, resources, and privilege at Mills, and to support initiatives that enable students, faculty, and staff to engage in social change leading to a more just and inclusive society.

Diversity and Social Justice Statement

Mills College embraces diversity and social justice as key components of academic, co-curricular, and residential life. The College encourages every member of our community to embrace this vision and to work to attract, support, and retain students, faculty, and staff who reflect the diversity and social justice values of Mills.

Diversity refers to the variety of personal experiences, values, and worldviews that arise from race, ethnicity, gender/gender identity, religious and spiritual beliefs, class, age, color, sexual orientation, disability, immigrant status, and national origin. Social justice refers to a commitment to challenging social, cultural, and economic inequalities imposed on individuals arising from any differential distribution of power, resources, and privilege at Mills and in the larger society.

Since its founding, Mills College has remained committed to empowering women to overcome the social barriers that have excluded them from educational and career opportunities. In the 20th century, Mills recognized the importance of extending this access to women from diverse backgrounds, including resumer women, parenting students, and first-generation college students. In addition, Mills graduate and professional programs are designed to provide a coeducational environment that values women's leadership and promotes gender equality. Because the College aims to educate all students to acquire the knowledge and skills to effect thoughtful changes in a global, multicultural society, we seek to create opportunities for engagement in activities that promote equity and justice.

Mills honors freedom of expression and respectful discourse as fundamental educational cornerstones. We recognize that students learn best in an environment that is safe for disagreement, recognizes and addresses diverse learning styles, and values holistic growth and wellness.

Mills recognizes that diversity and social justice are inextricably linked to academic excellence and innovation. Critical thinking, intellectual curiosity, creativity, and collaboration are all enhanced when a diverse faculty and student body interact and learn from one another. By offering a traditional liberal arts curriculum while engaging new pedagogies and diverse perspectives, Mills provides a transformative educational experience that prepares students for excellence and effective leadership in their careers, professions, and in graduate education.

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

2

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

http://www.mills.edu/diversity

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

	Yes or No

Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

A number of programs are underway or planned for the spring semester to help Mills College create an inclusive campus. Sharon Washington, our diversity consultant, is conducting a four part pilot workshop in inclusive teaching for faculty in the STEM disciplines. Other programs planned for this spring include workshops on transgender inclusion practices, a listening session for students to share their experiences with faculty, a campus forum on our journey from a diverse community to an inclusive community, open meetings with the College President to discuss the recommendations from the Report on Inclusion of Transgender and Gender Fluid Students and to discuss our current Strategic Plan. Lastly, a panel discussion on social change through student activism.

Student activities and trainings have been held throughout the academic year regarding topics such as "White Privilege", "Parallel Identities", "Undocumented Students", "Race & Class", "Black Lives Matter", "Gender Expression in the Workplace", "Ferguson Dialogue", and "Art & Activism". Mills College has also partnered with other institutions (UC Berkeley and Holy Names) for activities such as "Sustainability & Class", "Sustainability & Social Justice: Race, Gender, & Sustainability", and lastly the Social Justice Forum Conference with the conference topic being Food Justice.

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

http://www.mills.edu/campus_life/diversity_programs/

Assessing Diversity and Equity

Responsible Party

Alice Knudsen
Director of Institutional Research,Planning,&Academic Assessment
Office of Institutional Research and Planning

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

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

The College has administered the Multi-institutional Survey on Leadership (MSL), which contains measures on students' perception of the degree to which they have witness discrimination on campus, each year administers a variety of HERI surveys, (Freshman Survey (TFS), Your First College Year Survey (YFCY), The College Senior Survey (CSS)), all of which contain measures concerning diversity issues; and most importantly we have administered the Diverse Learning Environments Survey twice since its inception in 2010-2011, which is specifically focused on issues regarding attitudes regarding diversity and equity on campus.

Has the institution assessed student diversity and educational equity?:

Yes

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

The College has administered the Multi-institutional Survey on Leadership (MSL), which contains measures on students' perception of the degree to which they have witness discrimination on campus, each year administers a variety of HERI surveys, (Freshman Survey (TFS), Your First College Year Survey (YFCY), The College Senior Survey (CSS)), all of which contain measures concerning diversity issues; and most importantly we have administered the Diverse Learning Environments Survey twice since its inception in 2010-2011, which is specifically focused on issues regarding attitudes regarding diversity and equity on campus. The campus also held listening circles for black identified students through the committee on black student retention.

Has the institution assessed employee diversity and employment equity?:

No

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

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

No

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

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

Support for Underrepresented Groups

Responsible Party

Sabrina Kwist
Director of Engagement and Inclusion
Student Diversity Programs

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

SUMMER ACADEMIC WORKSHOP

This four-week residential program, tailored for first-generation college students and students of color, provides selected students with a rigorous academic transition to college and a lasting support community. Over the four weeks, SAW students participate in approximately 68 hours of class time across four course modules (English, social justice, sociological inquiry, and mathematics), and three workshops (sociology, study skills, and writing). This is complemented by 48 hours of structured study time, interspersed with leadership development and team-building activities, introductions to key areas and resources on campus, weekly educational and social outings, athletic programs, and introductions to library and computing services available at Mills.
Workshops and Individual support is also provided during all 4 years for SAW students and other students who choose to utilize the program's services.

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

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

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

Mills College is committed to creating and maintaining a community where all
individuals are treated with equality of opportunity, free from discrimination and
harassment. Mills College desires to promote healthy and respectful discourse and inquiry, and a living, learning, and working environment that is free of unlawful harassment, discrimination, exploitation or intimidation; welcoming and valuing the full richness of our diversity, while working towards social justice. Decisions and behavior that a member of the community believes may violate this commitment may be addressed by using this Grievance Policy. Mills College will take prompt and effective corrective action when it concludes that there has been unlawful discrimination or harassment, or where its officers decide that it is important to take action to prevent a future such instance.

Grievance
A grievance under this Policy is accusation within the College, of a non-academic nature
about a decision or behavior on the part of a student, faculty member, staff or other
employee, or other individual associated with Mills College that the Grievant perceives to
create a harmful, living learning working environment, including, but not limited to, claims of discriminatory treatment or discriminatory impact, or bias-related incidents, in both cases where the Grievant believes that the decision or behavior resulted from perceived or actual hostility against the Grievant or a group because of race, color, sex, gender identity, gender presentation, disability, sexual orientation, age, ancestry, ethnicity, national origin, family status and/or spiritual/religious beliefs.

Bias-Related Incidents
These are incidents that are expressions of hostility against another individual (or group)
because of race, color, sex, gender identity, gender presentation, disability, sexual
orientation, age, ancestry, ethnicity, national origin, family status and/or spiritual/religious beliefs and/, or because the perpetrator perceives that the other person (or group) has one or more of these characteristics. It also envisions instances of protected (but hateful or intolerant) speech that may generate harm, and thus may warrant College intervention. Bias-related incidents need to be addressed because they harm individuals and/or groups, undermine civility and understanding in the Mills community, as well as impede the educational process.

As part of our strategic imperative on inclusiveness, Mills College formed a Bias Response Team comprised of faculty, students and staff. This team is chaired by Vice President for Student Life and Dean of Students. The team will discuss issues of bias that arise on campus. The formation of the BRT illustrates the College's commitment to diversity and trust that we will continue to work together with mutual respect and integrity.

Hate Crimes
A hate crime, as the College considers it, is a criminal act that is committed against the
person or property of another because of the other person's actual or perceived race, color, sex, gender identity, gender presentation, disability, sexual orientation, age, ancestry, ethnicity, national origin, family status and/or spiritual/religious beliefs.
Hate crimes also include any such crimes committed against the property of a public agency or private institution - including educational facilities and advocacy groups - because the property of the agency or institution is identified or associated with a person or group of an identifiable race, color, sex, gender identity, gender presentation, disability, sexual orientation, age, ancestry, ethnicity, national origin, family status and/or spiritual/religious beliefs.

Retaliation

This Policy also prohibits retaliation against a person who makes a grievance under this

Policy or who participates in any manner in this procedure or any government inquiry into a matter that would be proper to be a grievance under this Policy. Retaliation includes, but is not limited to, threats, intimidation, reprisals, and/or adverse actions related to employment or education.

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

http://www.mills.edu/administration/administrative_offices/policies/documents/grievance-policy-
and-procedures.pdf

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Sabrina Kwist
Director of Engagement and Inclusion
Student Diversity Programs

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

• Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)

• Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.

• Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

For both our undergraduate/non-terminal degree students and our terminal degree (Doctorate (EdD) in Educational Leadership) we provide programs and resources through our Career Services Department and the Social Justice Resource Center, in particular our "Being the First" program for first generation college students.

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

http://www.mills.edu/campus_life/diversity_programs/

Affordability and Access

Responsible Party

Sabrina Kwist
Director of Engagement and Inclusion
Student Diversity Programs

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

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

The college holds an annual day-long advising workshop to prepare faculty for their role as advisors. This year's advising program focused specifically on working with students in difficult economic times and with students who have high financial need. The advising page on the College's website for faculty includes resources for working with low income students.

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

Summer Academic Workshop

This four-week residential program, tailored for first-generation college students and students of color, provides selected students with a rigorous academic transition to college and a lasting support community. Over the four weeks, SAW students participate in approximately 68 hours of class time across four course modules (English, social justice, sociological inquiry, and mathematics), and three workshops (sociology, study skills, and writing). This is complemented by 48 hours of structured study time, interspersed with leadership development and team-building activities, introductions to key areas and resources on campus, weekly educational and social outings, athletic programs, and introductions to library and computing services available at Mills. SAW students consistently cite their participation in this program as one of the most meaningful, useful, and memorable aspects of their entire college experience.

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

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

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

Mills recruits, admits, and enrolls students from low-income backgrounds. The admission staff visits high schools, college fairs, and community colleges which serve students from this population. Over 30% of the students enrolled at Mills are first-generation to college and a significant number of students receive Cal Grants and Pell Grants. The Summer Academic Workshop (SAW) is also a program which serves first-generation, low income students.

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

All students are required to submit an application, application fee, secondary school record, secondary school report, recommendations, and standardized test scores. The application fee can be waived for students who face financial hardship. The admission evaluation process is wholistic and a student's academic preparation and personal characteristics are taken into consideration. Merit scholarship or grant is awarded to qualified students at the time of admission. Mills exercises need blind admission for all applicants.

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

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

Does the institution have policies and programs in place to support non-traditional students?:
No

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

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

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	47
The graduation/success rate for low-income students	63
The percentage of student financial need met, on average	66
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Michael Russell
Director of Human Resources
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

539

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

539

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

50

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

50

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Three collective bargaining agreements with unions for staff, one in negotiation for adjunct faculty. Full benefits for all staff working 20 or more hours per week and for faculty teaching at least three courses per academic year. All staff paid above new minimum wage of $12.25 per hour.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

539

Number of employees of contractors that receive sustainable compensation:

50

A brief description of the standard(s) against which compensation was assessed:

Salary comparison groups determined by salary surveys from AICCU (Association of Independent California Colleges and Universities) and CUPA-HR (College and University Professional Association)

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Minimum of $15.75 per hour with health, dental and vision insurance with employee contribution of $6.35 to $32.14 per month, depending of plan chosen. Retirement Plan contributions of up to 9% from the employer.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Lowest paid is $16.77 per hour, next lowest is $17.50 per hour. Full benefits if working 20 hours per week.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Lowest is $12.50 per hour. No benefits if working less than 20 hours per week.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

$5,000 per course

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

$12.25 as of March 2nd

The local legal minimum hourly wage for regular employees:

12.25 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

No

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

https://intranet.mills.edu/vpt/policies.php

Assessing Employee Satisfaction

Responsible Party

Michael Russell
Director of Human Resources
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

• Job satisfaction
• Learning and advancement opportunities
• Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

Responsible Party

Lissa Palanca
Benefits Manager
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The Benefits Manager manages a comprehensive wellness program for faculty and staff. There is a Wellness Advisory Committee with representatives from across campus that include an annual Health and Wellness Fair. Programs run in association with the Athletics, Physical Education and Recreation Department. There is a lecture series on diet/health. A new program instituted by the Wellness Committee is the availability of highly discounted chair massage on campus.

Student Counseling and Psychological Services:
Counseling and Psychological Services (CPS) offers confidential individual and crisis counseling, as well as periodic workshops and support groups. Mills students are eligible for up to eight counseling sessions each academic year free of charge. At CPS, they can also find information on stress management and other topics, or get referrals to off-campus resources for ongoing psychiatric and mental health services.

Student Wellness and Community Outreach

The Office of Wellness and Community Outreach provides the following services: Student Health Plan administration, wellness promotion, educational programs, and individual support to students; including referrals to providers and community resources. As liaison to the Student Health Center, the manager's role is to help students navigate services and follow up on students' feedback regarding their experiences at the Student Health Center.

The website URL where information about the institution's wellness program(s) is available:

http://www.mills.edu/student_services/health_and_counseling/

Workplace Health and Safety

Responsible Party

Lissa Palanca
Benefits Manager
Human Resources

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	7	19
Full-time equivalent of employees	363.49	441.22

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

	Start Date	End Date

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2011	Dec. 31, 2011

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

Mills College has a Safety Committee that monitors safety in the campus. They are also the advice group for any changes to improve safety in the campus. For any work related injury the Benefits Manager is the one who coordinate to correct any safety issues reported as part of the worker's compensation claim.

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Dawn Schrey Colvin
Coordinator to the Provost and Dean of the Faculty
Office of the Provost and Dean of the Faculty

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

Submission Note:

Information about the Committee, its Charter, the Retirement Plan Investment Policy, Meeting Minutes, Latest Information, Recordkeeper Change Process, and FAQs can be found on a Mills internal website.

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

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Responsible Party

Dawn Schrey Colvin
Coordinator to the Provost and Dean of the Faculty
Office of the Provost and Dean of the Faculty

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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