

Mount Holyoke 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

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private for profit

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

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

Submission Note:

The municipal utility does not provide information of sources of electricity provided.

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

Endowment size:

702,275,000 US/Canadian \$

Total campus area:

714.27 Acres

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

2,128,759 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

111,867 Square Feet

Floor area of healthcare space:

10,803 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

828,100 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	100
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:

1

Number of academic departments (or the equivalent):

30

Full-time equivalent enrollment:

2,221

Full-time equivalent of employees:

862

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,183

Total number of graduate students:

68

Number of degree-seeking students:

2,136

Number of non-credit students:

15

Number of employees:

1,045

Number of residential students:

2,076

Number of residential employees:

6

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

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*.

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

Learning Outcomes

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

46

Total number of graduates from degree programs:

578

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 Major and Minor, Development Studies Nexus Minor, Geography Major and Minor, Geology Major and Minor, Five College Sustainability Certificate

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

The Environmental Studies department offers six concentrations that allow students to: focus on the science and policy behind conserving biodiversity and ecosystem function; examine the structure and function of terrestrial and aquatic ecosystems; deepen their understanding of the relationship between global environmental issues and human well-being around the world; focus on the study of the political, economic, historical, and cultural forces that shape environmental politics; study the geology associated with environmental studies issues; connect the living world to the physical processes that shape the Earth and produced the geological record; and finally, study the effects of shifting cultural conceptions of nature on environmental change, how environments affect human communities and how environments are shaped through cultural and historical change.

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

Undergraduate Program

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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 Major and Minor

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

The study of environmental problems is inherently interdisciplinary. One cannot understand their origin, impact, or potential solutions without analyzing the behavior of natural systems as well as their interaction with economic, political, and cultural factors. The environmental studies major provides students with an appreciation of this interdisciplinary nature of environmental issues and includes courses from the humanities, natural sciences, and social sciences. The department is concerned with the interactions between people and their environment and the effects the environment has on people.

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

<https://www.mtholyoke.edu/acad/environmental>

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

Campus Sustainability Data Collector | AASHE

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

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

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):

Sustainable Development Nexus Minor

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

The Development Studies Nexus track gives students the analytical skills to understand the complexities of global poverty, inequality, and injustice and strategies that state and non-state actors have used to improve the well-being of the people. Through an interdisciplinary set of courses, devised in consultation with the Nexus track chair, students can explore the relationships among history, politics, economics and power that shape the conditions and choices that developing countries and marginalized people around the globe face. Ultimately, the track enables students to engage thoughtfully with the development endeavor, and to imagine ways to promote social, economic, and environmental justice from the personal to the global scale.

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

https://www.mtholyoke.edu/acad/nexus/sustainable_development

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):

Sustainability will be essential to the formulation of sound environmental, economic and social progress in the twenty-first century. The Five College Sustainability Studies Certificate (FCSS) program is designed to engage students in a structured course of study that will draw on courses from across the campuses in a range of disciplines. Students complete an internship, independent research project, or advanced course work in sustainability studies.

The Five College Sustainability Studies Certificate is currently available to undergraduate students at Amherst College, Hampshire College and Mount Holyoke College.

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

https://www.fivecolleges.edu/sustain/fcss_certificate

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

Nancy Apple
Director
Environmental Health & Safety

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?:

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?:

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

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

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

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

Mount Holyoke, along with Goucher College, offers a 15-week interdisciplinary program each Spring in Monteverde, Costa Rica. The program is open to all majors and offers students a wealth of opportunities to analyze the challenges of sustainability and to search for solutions within the specific context of Costa Rica and of Monteverde. This program focuses on questions such as: How has Costa Rica's development path been shaped by both global and national forces, and how have these, in turn, affected the development of Monteverde and its unique cloud forest environment? What does "sustainability" mean in light of rapidly growing ecotourism and disappearing species? With an emphasis on place-based learning, the program examines not only the theoretical underpinnings of sustainability, but also how these theories play out with real people, organizations, and localities.

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

Sustainability Literacy Assessment

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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.

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

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

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

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

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

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

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

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

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

Incentives for Developing Courses

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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.

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

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

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

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

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

Campus as a Living Laboratory

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.

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

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

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

16

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

212

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

7

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

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

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

<http://www.mtholyoke.edu/acad/environmental/people.html>

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

The inventory includes the faculty associated with the Environmental Studies Department.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

The Miller Worley Research Scholar Program is designed to offer a supportive learning community to students pursuing summer research opportunities. The program collaborates with other units on campus and provides funding for research projects related to the mission of the Miller Worley Center.

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

<https://www.mtholyoke.edu/mwce/miller-worley-research-scholar-program>

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

Yes

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

The Miller Worley Center for the Environment (and the Weissman Center for Leadership in the Liberal Arts) work to convene faculty from various disciplines and programs to collaborate on public programs, new courses, faculty development, and research. While the Miller Worley Center does not directly give professors funding for research, it does fund students who work with professors

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

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

No

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

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

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

Yes

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

A librarian is designated as a liaison to the Environmental Studies program to help students, faculty and staff with research or instructional technology questions and needs.

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

<https://www.mtholyoke.edu/lits/liaisons>

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

Nancy Apple
Director
Environmental Health & Safety

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*.

Submission Note:

<http://www.mtholyoke.edu/envstewardship/getinvolved.html>

"---" 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?:

Number of degree-seeking students enrolled at the institution:

2,324

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

Eco-Reps

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

2,324

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

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

Students apply online via student employment website and are interviewed by either the Environmental Health and Safety Director or the Student Eco-Rep Coordinator (who has previously served as an Eco- Rep).

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

A primer on campus stewardship is given at the beginning of the year including campus energy use and conservation programs and recycling. Peer-to-peer education is given on how to hold special events and create educational bulletin boards and short educational facts that are displayed on whiteboards in the dining halls.

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

Eco Reps are sponsored by the Environmental Health and Safety Office, which coordinates campus Environmental Stewardship.

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

Green Living Council (GLC)

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

2,324

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

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

Students apply via an online application reviewed by the Director of Environmental Health and Safety and the Eco-Reps. Students selected represent their residential hall.

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

Several times a semester a large group meeting is held where all of the Eco-Reps and GLC Representatives meet to learn about campus environmental stewardship initiatives and develop educational activities for the semester. Every few weeks, all of the representatives of the specific residence hall hold small educational hall activities.

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

Each GLC representative has an Eco-Rep who acts as a liaison and mentor. The Eco-Rep works with the GLC Rep on projects and campaigns.

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):

Responsible Party

Nancy Apple

Director

Environmental Health & Safety

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:

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

Various avenues are used to encourage new students to 'live green at MHC'. A student resource fair includes an Environmental Stewardship booth. The focus of this event is on the 'how tos' for recycling and energy conservation to provide new students the information to form good habits early in their time at Mount Holyoke. Green Living Council Reps are also recruited at this event. New students also receive a reusable mug from Dining Services at this event. Also as part of orientation, student organizations put on skits at an event called "Orientation 101", the Eco-reps participate with a skit on Living Green at MHC. All new students are sent links to important campus web sites, including the 'Living Green at MHC' web site. Bulletin boards and white boards in the residence halls also provide Living Green at MHC information. Each year the College has a common read, in FY 2011 the common read theme was food, all new students received a collection of articles related to the theme.

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

<http://www.mtholyoke.edu/envstewardship/livinggreen.html>

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

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

The Green Living Council educate fellow students and the community on how to reduce the environmental footprint of campus operations and take on operational responsibility for programs to meet that goal.

The Food Justice Society aims to actively increase understanding of the global ramifications of food production and consumption by reconnecting the Mount Holyoke community with our local food chain.

The Mount Holyoke Chapter of Think Outside the Bottle works to reduce/eliminate bottles water use on campus.

The website URL where information about student groups is available:

<https://www.mtholyoke.edu/envsustainability/eco-reps>

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

The mission of the Student Garden is to foster an increased awareness of local, sustainable food production systems and to provide an on-campus field site for the study of agro-ecological principles. The Garden Project also aims to build connections and share knowledge with the agricultural community of the Pioneer Valley, thereby strengthening the College's relationship to the regional community. The goals of the garden are to create an organic farm (producing vegetables and fruits), to introduce MHC students to ecological principles and scientific and technical aspects of produce cultivation and soil dynamics. Other goals include the promotion of environmental sustainability, healthy food choices and sustainable lifestyles through organic farming practices and to promote awareness and understanding among the MHC community of the importance of sustainable food production in solving local and global environmental problems.

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

http://www.mtholyoke.edu/mwce/student_garden.html

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:

Mount Holyoke College has a student manage SRI fund in which a student committee makes investment decisions.

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:

Each semester the Miller Worley Center for the Environment invites noted guest speakers, which have included reporter Paddy Woodworth, investigative reporting covering the battle against environmental degradation, author Barry Lopez, Native American rights activist Winona LaDuke, and environmental health expert Sandra Steingraber, to engage the community in dialogue on critical environmental issues. A fall event is held that exposes students to a wide range of environmental sustainability activities and programs on campus. A spring event is MHC's Panga Day community picnic which takes place to celebrate Earth Day. Dining Services participated in Farm to School week bringing local farmers to campus.

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

<http://www.mtholyoke.edu/mwce/projects.html>

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

The campus' Halloween concert featured Icona Pop on their Campus Conscious Tour combining music with an environmental awareness and action campaign. Sunboxes, an outdoor art exhibit featuring a solar-powered sound installation by artist Craig Colorusso exhibited on campus.

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

<https://www.mtholyoke.edu/media/icona-pop-concert-headlines-halloween-bash>

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

The Mount Holyoke Outing Club is an organization dedicated to providing women with opportunities to do outdoor activities like hiking, camping, rock climbing, snowshoeing, skiing and more. They manage a college owned cabin on Mount Holyoke that is available for rent. The Outing Club follows Leave No Trace principles and have received training on the principles from the Appalachian Mountain Club.

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

<http://www.mtholyoke.edu/org/outing/>

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

The 2010-11 Food Series was a campuswide initiative probing the art, economics, philosophy, politics, and science of food. Through lectures, courses, public events and seminars, exhibits, and demonstrations, the Mount Holyoke Community will engage in a range of issues relating to food, such as: famine and food security, agribusiness, diet and culture, genetically modified food, wine, medicine, animal welfare, and more. Sustainability topics are represented in the annual discussion of the theme for the following year.

The website URL where information about the theme is available:

<http://www.mtholyoke.edu/food/>

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

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

A brief description of sustainability-focused student employment opportunities:

The Office of Environmental Health, Safety & Sustainability hires 7 Eco-reps tasked with sustainability awareness programs on campus. The Miller Worley Center for the Environment hires several students each year to assist with campus programming and offers a number of off-campus internships and fellowships.

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

https://www.mtholyoke.edu/mwce/internships_fellowships,<https://www.mtholyoke.edu/envsustainability/eco-reps>

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

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

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

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

Outreach Materials and Publications

Responsible Party

Nancy Apple
 Director
 Environmental Health & Safety

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	---
A vehicle to publish and disseminate student research on sustainability	No
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	No
Navigation and educational tools for bicyclists and pedestrians	---
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	No

A brief description of the central sustainability website:

This comprehensive website contains information regarding the sustainable and environmentally conscious practices that occur within the Mount Holyoke Community. In addition, it provides resources for how student and campus offices can improve their habits. Information includes Environmental indicators, recycling and waste, energy commitments, building practices, hazardous material management and water resources.

The website URL for the central sustainability website:
[Campus Sustainability Data Collector | AASHE](#)

<http://www.mtholyoke.edu/envstewardship/index.html>

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

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

The college hosts an annual senior symposium at which students present the results of their independent research projects. Additionally, the Miller Worley Center for the Environment often highlights student research on their website.

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

https://www.mtholyoke.edu/wcl/senior_symposium

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

Each of our LEED certified buildings is designated by a plaque in its entry way. When new buildings open, and for special events, specific signs highlighting green features are posted. Eco-Rep/GLC bulletin boards are also used for this purpose when it pertains to their current theme.

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 highlights local and organic food products with signs at the serving area and information on their web page.. The ECO-Rep white boards in each kitchen are also used for highlighting local foods and education around food consumption and composting.

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

[Campus Sustainability Data Collector | AASHE](#)

https://www.mtholyoke.edu/dining/environmental_sustainable

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 Miller Worley Center for the Environment maintains a curricular trail that is used in the curriculum and by those with a more casual interest.

The website URL of the sustainability walking map or tour:

<https://www.mtholyoke.edu/mwce/campus>

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

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

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

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

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

The MHC website has a section titled "Living Green at Mount Holyoke" that includes green tips for living in a residence hall, dining hall food and green practices, using public transportation, walking or biking, green classroom practices, making green food and electronic/appliance purchases, recycling, waste reduction and green laundry tips.

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

<http://www.mtholyoke.edu/envstewardship/livinggreen.html>

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 Eco-Reps periodically submit articles and tips to the newspaper and regularly to 'News Flush' an, alternative news weekly.

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

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

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

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):

No

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):

No

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):

No

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):

No

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):

No

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):

No

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

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

Outreach Campaign

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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
-

Submission Note:

<http://www.mtholyoke.edu/news/channels/32/stories/5681219>
,
<http://www.mtholyoke.edu/envstewardship/waterfootprint.html>
,
<http://www.mtholyoke.edu/dining/containers.html>

"---" 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?:

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?:

The name of the campaign (1st campaign):

1) Kill-a-Watt Co

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

- 1) The Kill-a-Watt Energy Conservation Competition is one of the nation's longest running programs for reducing residence hall energy consumption. The residence hall that has decreased its energy use the most compared to the same month the previous year is the winning hall. A prize, such as gourmet locally-baked cookies, is awarded to the winning hall each month. The Kill-a-Watt competition is a collaborative effort between Eco Reps, GLC Reps, Environmental Stewardship and Facilities Management.
- 2) The Mount Holyoke ECO-Reps launched a 'Shrink Your Water Footprint' campaign to conserve water by encouraging students to limit their time in the shower to five minutes. Residence halls can sign up to hold a shower water conservation event. This includes installing five-minute shower timers that stick to the shower walls.
- 3) At the beginning of the 2010-2011 academic year, every student received a reusable to-go mugs from Dining Services. The reusable mugs were given to reduce the number of one-time use to go cups and were part of a larger waste reduction education effort. After the fall of 2010, all new students receive a reusable to-go mugs. Furthermore, the one-time use to-go cups were removed from the dining halls at dinner.

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

- 1) Since the inception of the Kill-a-Watt campaign energy use in residential halls has remained fairly constant despite the significant increase in use of personal electronics and computers, and upgraded mechanical systems and lighting. While energy use elsewhere on campus has risen an average of 3 percent a year, the lack of a similar increase in residence halls is attributed, at least in part, to student conservation spurred by this program.
- 2) Surveys were conducted before and after the placement of the timers in the showers. At least 45% of those surveyed had a positive experience related to the timers and some indicated a reduction in usage based on the timers.
- 3) During the first year of this campaign (Fall 2010-Spring 2011), the number of paper to-go cups used decreased by 25%.

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

<http://www.mtholyoke.edu/envstewardship/killawatt.html>

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

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?:

Total number of employees:

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

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

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

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

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

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

Nancy Apple
Director
Environmental Health & Safety

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).

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

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

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

Within the first few days of hire, new faculty and staff receive an email from Environmental Health & Safety welcoming them to the College and including a link to the Environmental Stewardship web page along with an offer of assistance if they have questions. New faculty and office staff are visited by an ECO-Rep who will: make sure they have a paper recycling bin in their office and if not provide one, explain how recycling works at MHC including both what can be recycled and where it needs to be collected, tell them where the central recycling locations are on their floor and building, provide compact fluorescent light bulbs for any task lighting in the office, discuss energy conservation opportunities, and discuss paper use reduction.

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

<http://www.mtholyoke.edu/envstewardship/ecooffices.html>

Staff Professional Development

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?:

No

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

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

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

Responsible Party

Nancy Apple
 Director
 Environmental Health & Safety

Criteria

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

Each partnership conforms to one of the following types:

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

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:

The Miller Worley Center for the Environment connects social and environmental organizations in the valley, as well as area schools, to create meaningful and positive experiences for students and school communities.

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

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

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

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

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

The website URL where information about sustainability partnerships is available:

<http://www.mtholyoke.edu/mwce/projects.html>

Inter-Campus Collaboration

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

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

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

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

Yes

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

Information on Five College sustainability initiatives is available on the Five College Consortium website. Available resources include lists of sustainability courses and contacts at the Five Colleges.

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

Five College Sustainability Studies; Five College Five College Sustainability Studies; Five College Sustainability Certificate Program; Five College "Blue Sky Brain Storm: Envisioning Sustainability for the Five Colleges and Beyond"; AASHE

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

As part of the Five College Consortium, Mount Holyoke collaborates with Amherst College, Smith College, Hampshire College and UMass Amherst. A variety of Five College sustainability studies programs and services now offer additional opportunities and support for students who want to study the impact of humans on the environment. Current initiatives include a Five College lecture series, a website listing available courses and programs, a Five College certificate in sustainability studies and affiliated faculty members, and a Five College food and agriculture summer institute, located at Hampshire Farm.

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

<http://www.fivecolleges.edu/sites/sustain/>

Continuing Education

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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.

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

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

Number of continuing education courses offered that address sustainability:

Total number of continuing education courses offered:

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

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

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

A brief description of the certificate program:

Year the certificate program was created:

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

Community Service

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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.

Submission Note:

The Weissman Center's Community-Based Learning (CBL) program connects academic work and purposeful engagement with the world. CBL links students with communities through courses, independent studies, internships, and research and service projects that combine learning and analysis with action and social change. Students learn about communities and learn to apply ideas, theories, and models to social issues in a practical context while gaining insights from practitioners in communities and in community-based organizations (CBOs). CBL enhances students' understanding of social issues and concerns, and fosters leadership, citizenship, organizing, and advocacy skills. Among community partners, CBL fosters sustainable, mutually beneficial campus-community relationships that support capacity-building in area community organizations.

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

Number of students engaged in community service:

709

Total number of students :

2,324

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

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

3,816

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

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:

<http://www.mtholyoke.edu/cbl/index.html>

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

Nancy Apple
Director
Environmental Health & Safety

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:

Mount Holyoke has a deep and abiding commitment to purposeful engagement in the world. There are many examples of this value translated into advocacy for social and political change to support sustainability worldwide. The College is a founding partner in 'The Women in Public Service Project' with four other women's colleges and the U.S. Department of State. A goal of that partnership is "to educate and train a new generation of women to enter the public sector with the strategic leadership skills, energy and commitment required to tackle today's global challenges." Mount Holyoke also actively supports the work of the Africa Center for Engineering Social Solutions. President Pasquerella, members of our faculty, and students will work in Kenya this summer for the third year in a row, supporting an initiative with the goal of "creating an infrastructure on the ground and mobilizing community resources." Part of this summer's work will include the introduction of low-cost solar technology. Under President Pasquerella's leadership, Mount Holyoke has become a vocal advocate for access and affordability in higher education. Lastly, Mount Holyoke will be a recognized 'civil society organization' at the Earth Summit in Rio de Janeiro.

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

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

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

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

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

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

Hospital Network

Criteria

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

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

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

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

	Yes or No
Business travel	No
Commuting	No
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	No

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

No

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

The Clean Air- Cool Planet tool is used to complete the GHG inventory.

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:

While the GHG emissions generated on-site and reported to the Commonwealth of Massachusetts have been independently validated, the electrical use component has not.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
--	------------------	---------------

Scope 1 GHG emissions from stationary combustion	<i>7,911 Metric Tons of CO2 Equivalent</i>	<i>10,716 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>5,396 Metric Tons of CO2 Equivalent</i>	<i>5,983 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>332 Metric Tons of CO2 Equivalent</i>	<i>300 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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	2,075	1,985
Number of residential employees	6	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,221	2,125
Full-time equivalent of employees	862	821
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	Aug. 30, 2014
Baseline Year	July 1, 2004	Aug. 30, 2005

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

While the College's established GHG goals are based on a baseline of 1990, the demographic information is not available for that year so 2005 was established as the baseline for this report.

Gross floor area of building space, performance year:

2,128,759 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	111,868 <i>Square Feet</i>

Healthcare space	10,803 <i>Square Feet</i>
Other energy intensive space	0 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
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:

<https://www.mtholyoke.edu/envsustainability/ghginventory>

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

Outdoor Air Quality

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

The college has an idling prohibition policy

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

Yes

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

Campus fuel use data is used to calculate emissions.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>9.66 Tons</i>
Sulfur oxides (SOx)	<i>3.45 Tons</i>
Carbon monoxide (CO)	<i>6.84 Tons</i>
Particulate matter (PM)	<i>0.55 Tons</i>
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

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

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

Nancy Apple
Director
Environmental Health & Safety

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.

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

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

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

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

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

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

2,128,759 *Square Feet*

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

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

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

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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

0 Square Feet

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

0 Square Feet

A copy of the sustainable building operations and maintenance guidelines or policies:

The date the guidelines or policies were formally adopted:

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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.

Submission Note:

<https://www.mtholyoke.edu/envsustainability/envbuilding>

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
--	-----------

LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

GBC LEED

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

2,128,759 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	186,345 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	72,000 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>

Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

0 Square Feet

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

0 Square Feet

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

3,200 Square Feet

A copy of the guidelines or policies :

[MHCGRNBLDG.pdf](#)

The date the guidelines or policies were adopted:

July 15, 2005

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

Mount Holyoke College is committed to building, renovating and maintaining its campus buildings to maximize energy efficiency and minimize other environmental impacts of the construction, renovation and ongoing use of campus buildings. To support this goal, specific objectives include: designing all new construction to LEED silver or the equivalent with an emphasis on minimizing lifetime energy use,

renovating buildings using Mount Holyoke's Environmentally Responsible Principles and Guidelines. The only building constructed since adoption, Campus Police, was designed and constructed under this policy.

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

To implement this policy the campus utilizes an integrated design approach to identify green design options at the early stages of the design process, conducts energy modeling on all new construction, and commissions new construction.

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

<https://www.mtholyoke.edu/envsustainability/envbuilding>

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

2,122,195 *Square Feet*

Gross floor area of building space:

2,122,195 *Square Feet*

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

The College is committed to maintaining a healthy indoor environment in all of our buildings. The Director of Environmental Health and Safety and Associate Director of Facilities Management serve as the IAQ managers and investigate all IAQ complaints. Monitoring tied to HVAC controls is present in several newer buildings. IAQ is a priority when renovating existing buildings or building new ones. Important aspects such as site location and space planning, building envelope and HVAC system design, material selection and work practices are carefully considered in the planning phases and throughout these projects.

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

<http://www.mtholyoke.edu/ehs/indoorairquality.html>

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

21

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:

Buying Locally

Where Does Your Food Come from?

Sustainable / Locally Purchased & Locally Processed Food

Currently, Dining Services uses several sustainable / local products in our operations. Dining Services identifies “buying local” as anything we purchase within a 150 mile radius. Below is a list of products that we buy regularly. There are times throughout the year that we will be able to purchase other local products based on availability and seasonality.

All-Star Dairy Local shell eggs / ice cream

Apex Orchards Various Apples when in season, apple cider vinegar

Bart’s Ice Cream ½ pints sold at Uncommon Grounds

Berkshire Brewery Beer used in MHC Bakery Ale Bread

Bigelow Tea Teas available in all dining locations (Fairfield, CT)

Carla’s Pasta Pasta (South Windsor, CT)

Deep River Chips Local potato chips in Blanchard Café (Old Lyme, CT)

Diemond Farms Turkey (gracious meals) & Ground Turkey

La Ronga Baking Company Sliced Breads, Hamburger Rolls, specialty items (Somerville, MA)

Equal Exchange Coffee Fair Trade / Certified Organic Coffee in the Dining Halls

Four Star Farms Local Flours (buckwheat, barley, wheatberry flours)

Fresh Point Produce Co Source local produce from Pioneer and Connecticut River Valley local farmers (see partial list below) when available and is used in all dining operations.

Carlson Farms Harvard

Cheeci & Sons, Inc. Feeding Hills

Chang & Son Enterprises, Inc. South Deerfield

Charles Smiarowki Sunderland

Ciesluk Farm Stand Deerfield

Czajkowski Farm Hadley

Daniel Smiarowski Sunderland

Don Stepanik’s Farm Feeding Hills

E. A. Jensen Granville

Edward L. Malinowski & Sons North Hatfield

Galinski Farm South Deerfield

Gary Gardiner Montague

Harvest Farm of Whatley South Deerfield

Hilltop Orchards Richmond

JM Pasiecnik Farm Whatley

Jonathan Sprouts, Inc. Rochester

Julie Hanieski Sunderland
Justin Galenski South Deerfield
Karas Farm South Deerfield
La Flamme's Garden Chicopee
Long Plain Farm South Deerfield
Manheim Farm South Deerfield
McKinstry Market garden Chicopee Falls
Meadow brook Farm East Longmeadow
Mish Potato Packers Hadley
Rich Malinowski North Hatfield
Richard Stepanik Farms Feeding Hills
Scott Farm Sunderland
Stan Romanowski South Deerfield
Szawlowski Potato Farm Hatfield
Twin Oaks Farms Hadley
Williams Farms Inc. Deerfield

Grandy Oats Organic Granola
Tribe Hummus
King Arthur Flour used in most of our bakery products (Norwich, VT)
Lightlife Vegetarian Products (Turner Falls, MA)
Long Plain Farm Local produce when available
Mapleline Farms Milk used in all Milkshakes at Uncommon Grounds
MHC Bakery All Baked Products on Dining Services menus
MHC Student Garden Crops used in Sustainable Gracious Dinner in September & some menu items in Dining Halls
New England Family Farms Ground beef in Dining Centers
Ocean Spray Cranberry Sauce used in dining halls (Middleboro, MA)
Pierce Brothers Coffee Fair Trade / Certified Organic Coffee at Uncommon Grounds
Shattuck Sugar House Maple syrup used in Blanchard's Maple Balsamic Dressing
Snow's Ice Cream Used in all Milkshakes at Uncommon Grounds
Stoneyfield Farms Yogurt
Vermont Cabot Sour cream, bulk cheddar cheese
Warm Colors Apiary Honey in all dining centers
Westminster Oyster Crackers Oyster Crackers (Westminster, VT)
Winter Moon Farm Carrots, turnips, and beets in Dining Centers

Organically Grown or Produced Food

Tofu
Yogurt
Honey
Maple Syrup
Coffee
Hummus
Rice Dream Beverage
Raspberries
Cranberries
Apple Cider Vinegar
Ground Beef

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:

Mount Holyoke Dining Services procures as much of its food as possible from local growers and purveyors. In addition to fresh produce, Dining Services makes every effort to buy environmentally and socially responsible goods, including Equal Exchange Fair Trade certified coffee. In 2005 Mount Holyoke and the other members of Five Colleges formalized the buy-local effort as a Five College initiative.

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

Purchases are tracked by total cost of goods in the food management system.

Total annual food and beverage expenditures:

2,207,007 US/Canadian \$

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

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes

Dining operations and catering services operated by a contractor	No	No
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://www.mtholyoke.edu/dining/buying_local.html

Low Impact Dining

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

26.30

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

Purchases are tracked by total cost of goods in the food management system.

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"):

Mount Holyoke offers diverse, complete-protein vegan dining options during every meal. Students can view the daily menu for each dining hall on campus and select the "Vegan" filter option which displays vegan food options at each of the dining halls. This web site also includes nutrition information for all food served on campus, allowing Vegans to choose healthy and complete-protein meals. Vegan foods are also labeled accordingly on each dish in the dining halls.

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

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

<http://chef.mtholyoke.edu/foodpro/location.asp>

Annual dining services expenditures on food:

2,369,092 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

623,483 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

203,175 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

Nancy Apple
Director
Environmental Health & Safety

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	197,179 <i>MMBtu</i>	196,331 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	---	---
District steam/hot water	---	---

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	1,765,405 <i>Gross Square Feet</i>	1,683,474 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	---
Healthcare space	---
Other energy intensive space	

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

	Degree Days
Heating degree days	---
Cooling degree days	---

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

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

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

Campus wide use of Building Automation Systems including: Andover Controls and Automated Logic Systems are used for building occupancy scheduling. MHC's Heating and Cooling Policy details target daytime and nighttime heating temperatures for academic and administrative areas and residence halls. The master space schedule is used to program heating and cooling times in each space throughout the day depending on occupancy.

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

The campus has a site lighting replacement plan which includes replacing certain lights with LED lighting. This plan is currently deployed at about 20%. Exterior building lighting replacements are all LED.

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

Occupancy sensors reduce MHC's energy consumption by automatically shutting off lights when spaces are unoccupied. MHC primarily uses sensors that are "dual technology", sensing motion and noise.

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

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

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

Backpressure steam turbine is a co-generation system using steam created by oil or natural gas to generate electricity before being distributed for heating purposes.

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:

Mount Holyoke has been using the Andover Controls Continuum, Andover Controls AC256, and Automated Logic Energy Management System since 1984. Control sequences include Time Of Day Occupancy Schedules, Demand Limiting, Optimum Start/Stop, Heating & Cooling Water Temperature Reset and Direct Digital Control (DDC) control of fans, pumps, etc.

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

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

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

The vending machine strategy includes both monitoring sales to justify machine locations and use of Vending Misers on all refrigerated machines.

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:

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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	2,496 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	40 <i>MMBtu</i>
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 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 <i>MMBtu</i>

Total energy consumption, performance year:

196,847 *MMBtu*

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

Cogeneration using excess steam pressure to generate electricity.

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

Thermal solar panels for domestic hot water. Collects heat by absorbing solar energy and heats water for residence hall use.

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:

<https://www.mtholyoke.edu/envsustainability/energyclimatechg>

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • 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
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • 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).

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

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

	Area
Total campus area	<i>714.27 Acres</i>
Footprint of the institution's buildings	<i>79.29 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>540.87 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>94.11 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

The College is committed to using Integrated Pest Management programs and procedures for control of structural and landscape pests across all areas of campus. Integrated Pest Management (IPM) emphasizes prevention and elimination of pest conditions. In the IPM process, monitoring and interpretation of data collected provides estimates of pest populations in a given area. Monitoring allows accurate decisions to be made about what type of intervention measures may be needed and when is the optimum time to apply them. When chemical pesticides are necessary, a preference is given to materials and methods that maximize public safety and reduce environmental risk.

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

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically

appropriate plants, and controls and manages invasive species:

The College's draft Sustainable Landscape Policy includes our current practice of using: " plants that are adaptable to the regional climate as well as specific site conditions. When selecting plants, native plants are given priority but are not used exclusively. In addition to adaptability to regional and site conditions, other factors in selection include plants that will survive with limited maintenance (e.g., watering, pest control) and plants that have been proven to be non-invasive."

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

The College composts leaves and horse manure at a local farm. Around 100 tons of horse manure and 8 ½ tons of leaves are composted annually.

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

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

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

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

After comparing de-icing products that contained sodium chloride (rock salt), calcium chloride, magnesium chloride and calcium magnesium acetate, the College chose to use de-icers that contain either calcium chloride or calcium magnesium acetate (CMA). Calcium chloride is less corrosive to steel than sodium chloride, not corrosive to concrete, not as damaging to vegetation and leaves no build up in the soil. CMA is a corrosion inhibitor, has low toxicity to vegetation and has a residual effect requiring fewer applications. Products are periodically reviewed.

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:

<https://www.mtholyoke.edu/envsustainability/pestmgmt>

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

Nancy Apple
Director
Environmental Health & Safety

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.

"---" 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:

The electronics purchasing policy, directive, or guidelines :

Mount Holyoke College
Green Computer Purchasing Policy
March 2012

Mount Holyoke College is committed to using greener equipment and implementing practices that are environmentally friendly and promote sustainability. Our green computer purchasing policy is a reflection of that commitment.

Benefits of Green Computers

Green computers save electricity, reduce greenhouse gas emissions, prevent water pollution emissions, reduce use of toxic materials and reduce the need for disposal of hazardous waste.

Certifications

Electronic Product Environmental Assessment Tool (EPEAT) is an easy-to-use, on-line tool helping institutional purchasers select and compare computer desktops, laptops and monitors based on their environmental attributes. EPEAT was developed using a grant by EPA and is managed by the Green Electronics Council (GEC). It is dedicated to informing purchasers of the environmental criteria of electronic products.

EPEAT-registered computer products have reduced levels of cadmium, lead, and mercury to better protect human health, and are easier to upgrade and recycle, in addition to meeting the government's Energy Star guidelines for energy efficiency. By buying EPEAT registered products, purchasers are significantly contributing to reducing the environmental impacts of their computers.

EPEAT products are measured against both required and optional criteria. A product must meet all of the required criteria in its category to be added to the registry. It is then rated Bronze (meets all required criteria), Silver (meets all required criteria, plus 50% of optional criteria) or Gold (meets all required criteria, plus 75% of optional criteria), depending on how many of the optional criteria it meets.

Energy Star is a joint program of the U.S. Environmental Protection Agency and the U.S. Department of Energy helping to protect the environment and save money through energy efficient products and practices.

Products and Purchasing

All standard computer desktop and laptop configurations at Mount Holyoke College are EPEAT Gold or Silver products. In addition, all computers purchased by Mount Holyoke College meet Energy Star requirements to reduce their impact on the environment.

The College preference is that all future computer purchases are Energy Star-certified and meet the standard of EPEAT Silver or higher.

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

The policy is an operational policy of Library, Information and Technology Services. Exceptions from the policy require approval by an officer.

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	42,151.89 <i>US/Canadian \$</i>
EPEAT Gold	284,153.16 <i>US/Canadian \$</i>

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

326,305.05 *US/Canadian \$*

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

Cleaning Products Purchasing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

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

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

Green Cleaning Policy

Mount Holyoke College is committed to providing a safe, clean environment to the entire College community. We are also committed to implementing practices that are environmentally friendly and promote sustainability. This green cleaning policy is part of that commitment.

Benefits of Green Cleaning

Green Cleaning is a term that means cleaning in a manner that protects health without harming the environment. Green cleaning has many potential benefits, including reducing exposure to toxic and highly irritating chemicals, reducing exposure to carcinogens and volatile organic compounds (VOCs), reducing dust and chemical allergens, and reducing the number of chemicals needed to maintain facilities. Other goals of green cleaning include reducing use of energy and water, promoting safety and training. These factors contribute to efficiency and financial savings.

Certifications

EcoLogo is North America's largest, most respected environmental standard and certification mark. EcoLogo offers third party certification of environmentally preferable products and provides customers, public, corporate and consumer, with assurance that the products and services bearing the logo meet stringent standards of environmental leadership.

Green Seal is a non-profit organization that develops life cycle-based sustainability standards for products, services and companies and offers third-party certification for those that meet the criteria in the standard. Green Seal has been actively identifying and promoting sustainability in the marketplace, and helping organizations be greener in a real and effective way since 1989.

Purchasing

In accordance with the College's commitment to sustainability, safety and the environment will be considered in making all purchases. The College preference is that all cleaning chemicals purchased will be Green Seal or EcoLogo-certified. When it is not feasible to use a Green Seal or EcoLogo-certified chemical, the least hazardous product possible will be selected.

Policy Review

This policy will be reviewed when new products are considered or if new cleaning procedures are implemented. The review will be conducted by the Manager of Cleaning Services to ensure that we are using the best possible practices, our cleaning program is having as little impact as possible and that we are providing the safest environment for all members of the College community.

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

MHC has been using environmentally friendly "green" cleaning chemicals since 2002 in all of our buildings. MHC has recently transitioned from a line of green concentrated cleaning solutions to State Industrial Products "Ecolution" line. This line of cleaning chemicals is both "Green Seal" certified, EcoLogo certified and EPA registered. All cleaning product purchasing is done centrally at Facilities Management, ensuring that the policy is adhered to.

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:

5,466.98 *US/Canadian \$*

Total expenditures on cleaning and janitorial products:

20,274.38 *US/Canadian \$*

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

No

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

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:

<https://www.mtholyoke.edu/envsustainability/greencleaningpolicy>

Office Paper Purchasing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

The College currently purchases both departmental and copier paper from W.B. Mason Company, Inc., based on current market price for the commodity on a per carton cost. The paper specifications are as follows:

Boise® ASPEN™ 30% Recycled Copy Paper

20 lb/92 Brightness

8.5"x11", 8.5"x14" & 11"x17" (Case)

30% Post-Consumer Content

Hammermill® Great White™ 30% Recycled Copy Paper

20 lb/92 Brightness

11"x17" (Ream)

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

The vendor web site is specifically designed to default to the 30% recycled content standard.

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	31,162.53 US/Canadian \$
50-69 percent	98.62 US/Canadian \$
70-89 percent (or FSC Mix label)	6,222.93 US/Canadian \$
90-100 percent (or FSC Recycled label)	274.99 US/Canadian \$

Total expenditures on office paper :

37,759.07 US/Canadian \$

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

<http://www.mtholyoke.edu/purchasing/copier.html>

Inclusive and Local Purchasing

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

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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 :

68

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	0
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

Nancy Apple
Director
Environmental Health & Safety

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:

68

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)	32
Walk, bicycle, or use other non-motorized means	28
Vanpool or carpool	12
Take a campus shuttle or public transportation	28
Use a motorcycle, scooter or moped	0

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

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

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

19

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)	81
Walk, bicycle, or use other non-motorized means	11
Vanpool or carpool	5
Take a campus shuttle or public transportation	3
Use a motorcycle, scooter or moped	0
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:

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

Support for Sustainable Transportation

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

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

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

Yes

A brief description of the facilities for bicycle commuters:

All of the residence halls on campus have indoor bike racks available. Exterior bike racks are available throughout the campus. For commuters, showers are available at Kendall Gym and the Science Center.

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:

All of the residence halls on campus have indoor bike racks for short and long term storage available. Non-residential buildings have racks near the building.

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:

not applicable

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):

A free bus service connects the Five Colleges and local communities, which are within a 12-mile radius and allows students to travel to Hampshire Mall. UMass Transit provides bus and van service between Mount Holyoke College, Smith College, Hampshire College, Amherst College and the University of Massachusetts-Amherst. Additionally the College runs shuttles to the Holyoke Mall and Big Y.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

The College participates in the MassDOT NuRide program. Membership is free to all community members and it provides Emergency Ride Home services.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

not applicable

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:

Mount Holyoke College participates in Zipcar with 3 cars on campus.

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:

not applicable

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

not applicable

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

Yes

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

The College rents a number of apartments and houses to tenure-track and visiting members of the faculty, new faculty who arrive with tenure, and certain administrative personnel. The College also offers a shared appreciation mortgage (SAM) for homes in South Hadley for tenure-track professors.

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

Nancy Apple
Director
Environmental Health & Safety

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	281.94 Tons	298.08 Tons
Materials composted	275.69 Tons	179.26 Tons
Materials reused, donated or re-sold	---	---
Materials disposed in a solid waste landfill or incinerator	535.43 Tons	742.90 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

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

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

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

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

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

The College has actively pursued moving publication on-line for a number of years. The Student Handbook is only available on-line. Paper copies of the Course Catalog are distributed to first years, but all other students use the on-line version. The Directory is also available on-line and not printed.

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

Students are required to use issued student identification cards to print in libraries and campus computer labs. Print release stations are used so that jobs aren't printed but not picked up. Students are given a modest amount of 'free' printing each semester after which they must pay per copy. Residence Hall printers are limited. Students must provide their own paper.

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

Mount Holyoke has an active end-of-year waste reduction program. Facilities Management places end-of-year bins in designated locations in each residence hall. Auxilliary Services promotes shipping and storage as alternatives to leaving behind student belongings. Facilities Management consolidates end-of-year leave behinds into a centralized pickup location and arranges for a charity to pick up the donations. Over the past two years, in addition to collecting recyclables and donatables during the actual move out, MHC did more waste-reduction-focused promotion earlier in the year to encourage students to make their shipping and storage plans earlier in April before they got too busy with exams. This promotion has helped to reduce move-out waste.

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:

Trays have been removed from all but one dining hall on campus. Currently the only dining hall with trays is Blanchard Café.

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):

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):

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:

For several years, all first year students have been given a reusable mug at orientation that can be used for beverages or hot food. Starting in Fall 2012 they will be given a coupon toward the purchase of a reusable mug of their choice. Students can receive a \$0.10 discount on beverages at the campus coffee shop, Uncommon Grounds, when they use any reusable mug.

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.mtholyoke.edu/envstewardship/recycling.html>

Waste Diversion

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

1,962.59 Tons

Materials disposed in a solid waste landfill or incinerator :

568.51 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:

Information about the college's recycling and waste reduction program can be found at:

<https://www.mtholyoke.edu/envsustainability/recycling>

.

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

Mount Holyoke Dining Services only donates food if there is food left over to donate. Due to the food service software system, MHC's batch cooking protocol, maximizing the utilization of leftovers, and tight control of food prior to breaks, there is seldom food leftovers to donate. When MHC does have food to donate, it is donated to a local food bank organization.

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

During the spring semester of 2005, Dining Services started a composting program of pre- and post-consumer waste in all full and limited full service centers. For Dining Services staff, there are bins "behind the scenes" in Mount Holyoke kitchens to compost pre-consumer food prep waste, including items such as potato peels, lettuce trimmings, and the like. The compost is picked up from the dining halls three times a week and brought to a farm in Belchertown, MA.

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

During the spring semester of 2005, Dining Services started a composting program of pre- and post-consumer waste in all full and limited full service centers. For students and guests, there are two bins for food waste disposal at all of the dining hall dishroom windows: A clear bin labeled COMPOST for students to empty their food waste into before returning their dishes, and a clear bin labeled LIQUIDS for excess liquids. The compost is picked up from the dining halls three times a week and brought to a farm in Belchertown, MA.

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	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

Construction and Demolition Waste Diversion

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

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

Construction and demolition materials landfilled or incinerated :

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Hazardous Waste Management

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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 College employs several strategies for reducing chemical waste. An on-line chemical inventory in the sciences allows all faculty and staff to check availability prior to ordering new chemicals. Chemicals are purchased in limited quantities, so that it can all be used. Science courses have actively worked to reduce the amount and toxicity of chemicals used.

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

Mount Holyoke College disposes all hazardous special universal chemicals in accordance with RCRA (Resource Conservation and Recovery Act). Non-regulated chemicals are evaluated and often also sent to licensed facilities. Waste is shipped to several licensed waste management facilities . The preferred disposal methods are recycling, treatment, and incineration.

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

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

A chemical inventory system allows faculty and staff to determine if the chemical they need is in storage elsewhere on campus. This allows for ready sharing of chemicals and reduces purchases.

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):

LITS controls all computer equipment they provide and either redeploy it or collect it for recycling. Campus offices and departments with electronic equipment that does not need to be removed from the LITS inventory contact Facilities Management for pick up.

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

All electronics are collected in appropriate containers, labeled and stored in compliance with the MA DEP's Universal Waste requirements. This waste is picked up by NLR, a Connecticut Green Circle award winner, and transported to their licensed facility for recycling.

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

<http://www.mtholyoke.edu/envstewardship/hazmtlmgmt.html>

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

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

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	---	---

Potable water use::

	Performance Year	Baseline Year
Potable water use	30,534,856 Gallons	35,519,902 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	2,075	1,985
Number of residential employees	6	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,221	2,125
Full-time equivalent of employees	862	821
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	218,759 <i>Square Feet</i>	2,013,523 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	635 <i>Acres</i>	655 <i>Acres</i>

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

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

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

FY 2005 baseline adopted because the data available that year is comparable to subsequent years.

Water recycled/reused on campus, performance year:

0 *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:

The College uses non-potable water for irrigation of the athletics fields. Water is taken from Upper Lake which is part of the Stony Brook Watershed flowing through campus.

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

Half of campus buildings are independently metered. The remainder are served by two meters.

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

Faucet aerators installed across campus in 2007 reduce flow from 2.2 gpm to 0.5 gpm. High efficiency shower heads and toilets are routinely installed and retrofitted.

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):

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

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

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

<http://www.mtholyoke.edu/envstewardship/waterresources.html>

Rainwater Management

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

The College's Stormwater Management Policy covers stormwater control from construction projects, routine maintenance and stormwater treatment.

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:

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

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

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:

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):

Vegetated swales are used in several locations to reduce overland flow of runoff to the river/lakes.
[Campus Sustainability Data Collector](#) | [AASHE](#)

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

Thirteen percent of the stormwater captured passes through retention/solids removal devices.

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

<http://www.mtholyoke.edu/envstewardship/stormwatermgmt.html>

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Environmental Sustainability Steering Committee meets regularly to coordinate sustainability activities on campus and includes staff, faculty and students and is chaired by the Vice President for Finance and Administration. The Environmental Health, Safety and Sustainability Office works with the campus to reduce the footprint of campus operations, and supervises the campus Eco-rep program. Most recently the college has been selected to participate in the Mass College Green program which will fund several lighting and hvac control projects and installation of an economizer at the Central Heating Plant.

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:

Embedding environmental sustainability in all campus operations requires input and active participation from across campus. The Environmental Sustainability Steering Committee provides oversight for the program.

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

Shannon Gurek, VP for Finance and Administration (chair) Nancy Apple, Director of Environmental Health, Safety & Sustainability
Rick Bigelow, Associate Director and Chief Engineer for Facilities Management
Paul Breen, Director of Facilities Management and Planning
Melanie Lawson, Director of Residential Life
Tim Farnham, Director of the Miller Worley Center for the Environment
Mariojke Schouten, Chair, Food Justice Society
Laura Garcia, Director of Campus Technology
Dale Hennessey, Director of Dining Services
Shristi Shresta, Coordinator, Eco-reps
Christopher Rust, Purchasing Coordinator

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

<https://www.mtholyoke.edu/envsustainability/steeringcommittee>

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 Office of Environmental Health, Safety & Sustainability works with the campus community to realize the value of sustainability in all campus operations.

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

1.50

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

<https://www.mtholyoke.edu/envsustainability>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Nancy Apple

A brief description of each sustainability officer position:

The Environmental Stewardship Coordinator recruits chairs of the Working Groups and monitors their initiatives, provides support to the ES Steering Committee chaired by the Vice President for Finance and Administration, mentors the Eco-Reps and Green Living Council, and represents the stewardship perspective in campus discussions and on campus committees. The Coordinator is also responsible tracking the College's progress in meeting its stewardship goals including the STARS (Sustainability Tracking, Assessment and Rating

System) program of the Association for the Advancement of Sustainability in Higher Education (AASHE), and the campus Environmental Indicators presented to the Board of Trustees every Fall.

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

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

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

Other

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

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

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

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

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

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

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

;

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

;

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

;

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

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

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

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

l;k

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

k;l

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

;'lk

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

kl;

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

;'kl

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

k;

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):

;'lk

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

;lk

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

'k;l

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

';kl

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

k;l

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

;'lk

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

;k

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

;'k

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

k;l

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

'k;l

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

';kl

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

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

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

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

k;lk

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

;l

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

';lk

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:

k;l;

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

k";k

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

;lk';k

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

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

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

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

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

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

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

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

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

The institution's definition of sustainability:

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

Yes

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

l;kk;

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

[https://www.mtholyoke.edu/sites/default/files/envstewardship/docs/strategicplanrecommend32012.p](https://www.mtholyoke.edu/sites/default/files/envstewardship/docs/strategicplanrecommend32012.pdf)

df

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	---
Employee diversity and equity	---

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

On an ongoing basis, MCCL collects updates from all corners of the campus on our progress and challenges regarding diversity and equity at the College. MCCL advises and oversees committees addressing all aspects of College life under the jurisdiction of the Dean of the College, including those that relate to the development of a more culturally diverse community life, and/or involving issues of student co-curricular and residential life.

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

4

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

http://www.mtholyoke.edu/deanofcollege/multicultural_life.html

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	---
Administrators	---

A brief description of the cultural competence trainings and activities:

An Intergroup Dialogue program provides learning opportunities for faculty and staff. This program teaches staff and faculty the basic skills of dialogue facilitation. With a group of trained facilitators leading dialogues on various topics of interest and concern.

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

<https://www.mtholyoke.edu/diversity/dialogue>

Assessing Diversity and Equity

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

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

The MCCLC, in accordance with its legislated responsibilities, routinely gathers input from various constituencies on campus regarding how each experiences our campus climate. Their website feedback form remains open to all in the community and provides the Committee with on-going input. Additional input is collected from the Dean of International Students, Coordinator of Multicultural Affairs, Director of Diversity, Inclusiveness Initiative Fund proposals from students, representative committee members, students and faculty from the Athletics Department, round table conversations with new and visiting faculty members, Associate Dean of Faculty for Science and Director of the Weissman Center for Global Initiatives.

Has the institution assessed student diversity and educational equity?:

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

Has the institution assessed employee diversity and employment equity?:

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?:

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

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

http://www.mtholyoke.edu/deanofcollege/annual_reports.html

Support for Underrepresented Groups

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

Mount Holyoke hosts five cultural centers and has a religious/spiritual life center that actively supports nine different faith groups. Cultural Heritage Months and Awareness Weeks acknowledge, celebrate, and explore domestic and international racial, ethnic, and religious identities. Programming can range from lecturers, art exhibits, dialogues and more.

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

<https://www.mtholyoke.edu/diversity>

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?:

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

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

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?:

Support for Future Faculty Diversity

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

Mount Holyoke participates in the Consortium for Faculty Diversity, generally at the post-doctoral level, and also sponsors at least one Five College Dissertation Fellowship, which brings one pre-doctoral scholar from an underrepresented group to campus. Both of these programs are intended to bring diversity to the college, and more broadly to academia. Mount Holyoke also provides mentoring and support programs to students to prepare and encourage them to pursue further education and careers as faculty members.

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

<http://www.mtholyoke.edu/wcl/index.html>

Affordability and Access

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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:

Mount Holyoke College offers financial aid to incoming students based on an analysis of the income and assets of the parents and the student. We use institutional methodology to determine the family contribution and have, in the past, fully met institutional eligibility with aid including a standard loan amount, work study, and grant funding from all sources. For 2012-2013, Mount Holyoke's billed fees did not increase from 2011-2012. As need-based financial aid is tied to family income and assets, lower income students receive significant need-based aid over the four years of enrollment.

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

Most classes are small and advisors meet with students prior to registration each term. Each class has a class dean who is also available to help students navigate the academic program. The culture at Mount Holyoke is one that appreciates diversity and historically has been committed to supporting students from all socioeconomic backgrounds in all facets of the community. Low income students achieve a high graduation rate.

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

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

Mount Holyoke has primarily need-based assistance; low-income students receive grant funding based on an analysis of the family's income and assets. Depending on packaging policies, students would be packaged with no more than \$30,000 in need-based loans over four years. Pell grant recipients comprise 21% of the student body (24% of the domestic students who are eligible for federal aid).

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:

Mount Holyoke College's Office of Admission recruitment plan includes specific outreach to Community Based Organizations (CBOs), non-profit organizations that work with youth in underserved communities to help them achieve educational and professional goals. This outreach takes the form of yearly visits to meet with students, leading college admission workshops specifically geared towards first-generation students and their families, and continued communications with CBO counselors throughout the reading and selection processes.

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

On the professional development front, the Office of Admission staff receives regular sponsorship to attend educational conferences that focus on the recruitment of underserved and low-income populations. Several staff members are also part of two non-profit organizations comprised of professionals who work to recruit low-income students and students of color: New England Counselors Bridging Access to College (NECBAC), and ABAFAOILSS (Association of Black Admission and Financial Aid Officers from Ivy League and Sister Schools). Via partnership in these organizations, admission staff complete group travel to various high schools and CBOs to provide workshops on the college selection and financial aid processes to first-generation and low-income students and their families.

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?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

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

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---

The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://www.mtholyoke.edu/sfs/affordable.html>

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

Nancy Apple

Director

Environmental Health & Safety

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.

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

Assessing Employee Satisfaction

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In Spring 2012, the President's Commission on Work-Life-Family, in collaboration with the Office of Institutional Research, conducted a Work-Life-Family survey which was sent to all employees. The survey was designed to shape the priorities of the Commission's subgroups (policy review for staff, policy review for faculty, family care, workload management, professional development, and wellness). The College is committed to conducting a survey at least every five years.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<https://www.mtholyoke.edu/iresearch/work-life-family-survey>

Wellness Program

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

Submission Note:

<http://www.mtholyoke.edu/hr/eap.html>

"---" 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	---
Staff	Yes
Faculty	---

A brief description of the institution's wellness and/or employee assistance program(s):

Mount Holyoke's Work-Life-Wellness program shows MHC's commitment to promoting personal health and wellness that will enhance the general well-being and quality of life of employees, developing a climate of sustained commitment to and improved overall health and wellness of employees and their families, and building community by promoting the use of the Kendall Dance and Sports Complex. In Spring 2012, the College sponsored the MHC Lifestyle Change Challenge. The goal of the challenge was to encourage people across campus to take a break from their busy work day and participate weekly in one of the organized group activities over a six week period. The current challenge is The Lyone Triathlon Challenge a six week self paced challenge for how many miles community members can

[Campus Sustainability Data Collector](#) | [AASHE](#)

run/walk, bike and swim. Eligible employees are able to participate in MHC's Employee Assistance Program which provides wellness coaching services through the Wellness Corporation.

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

http://www.mtholyoke.edu/hr/work_life_wellness.html

Workplace Health and Safety

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.

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

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

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

not applicable

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

not applicable

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

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 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

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

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.